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A Professional Development Course on Globally Networked Learning Environments

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# GLOBALLY NETWORKED LEARNING ENVIRONMENTS

## Abstract

One of the biggest challenges that foreign language teachers face is the lack of opportunities to provide experiential learning strategies for students to develop their language proficiency and interact with others in a meaningful way. Even though interculturality has been established as a core goal when learning a foreign language, it is not properly developed in the foreign language teaching context. Professional development training focuses mostly on textbook content and administrative processes rather than on developing teaching skills for this globalized era. It is important for teachers to be updated on 21<sup>st</sup> century learning. The objective of this study is to describe the experiential learning opportunities, the challenges when developing intercultural competence, and the skills that are essential for foreign language facilitators to develop in order to be updated on 21<sup>st</sup> century learning. The context of the study is the English language department of a language center of a public university in the northeast part of Mexico. As an outcome of this research, a professional development course on globally networked learning will be developed in order to train foreign language teachers on the design of experiential learning activities and the implementation of globally networked learning environments in their praxis.

*Keywords:* Foreign language teaching, experiential learning, intercultural competence, professional development

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## Introduction

Thought and language are intertwined processes whose relationship is still debatable today. According to Piaget (1936), language depends on thought for its development. To Vygotsky (1978), language shapes thought, acquiring a central role in cognitive development; while Saussure (1916) sees thought embedded in language.

As Fasold and Connor-Linton (2006) described in their work *An Introduction to Language and Linguistics*:

The human capacity for self-awareness and abstract thought is facilitated by language, if not dependent upon it. The ability to transfer complex information, to discuss the meaning of events and possible outcomes of alternative actions, to share feelings and ideas – all these are impossible without language. (p. 1)

As natural and effortless as language may seem, there is an extensive amount of research trying to analyze this highly complex system. Linguistics is the science behind it. The scientific study of human natural language has an important impact not only in the education field but also in a wide variety of fields such as anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence. (Akmajian, Demers, & Harnish, 1979).

As stated in the previous paragraph, the primary goal of linguistics is to theorize the nature of language. Applied linguistics, on the other hand, uses this theory and identifies, investigates and offers solutions to language-related problems. Applied linguistics extends to multiple fields, including foreign language teaching and learning. Due to the fact that its aim is to solve ‘real-world’ language-based problems, research on applied linguistics needs an

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interdisciplinary scope. This study will focus on the interconnectedness of the applied linguistics, global education trends, the approaches of foreign language teaching as well as technology.

Teaching in today's globalized world implies several challenges for educators. The design and development of engaging authentic learning activities for learners to develop their foreign language proficiency, is one of them. Experiential learning encourages students to develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Students learn through reflection on doing. When learning a foreign language, it is important to give language a function, otherwise, learning will not be meaningful. However, few experiential learning opportunities are offered to learners in a foreign language learning context. It is common to see traditional structurally-oriented strategies applied when observing a foreign language class, focusing more on form than function. It is difficult for foreign language facilitators to provide learners with the opportunity to practice their foreign language skills in an experiential real-world environment.

Being communicative competence the ultimate goal in foreign language learning, an essential competence to acquire is interculturality. Our globalized world demands develop multilingual and cross-culturally aware global citizens. Interculturality should be fostered in a foreign language class and it implies a big challenge for learner facilitators. In many cases, it is due to limitations of the teaching physical environment, other times to updated training, restricted textbook resources, lack of technology resources, time constraints, among other barriers.

In an effort to address the multiple challenges of today's global world, is important for teachers to be updated on 21<sup>st</sup> century learning. Today, professional development training mainly focuses on textbook content, classwork organization and administrative processes rather than on

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developing teaching skills to facilitate learning to our 21<sup>st</sup> century students. Sadovets (2017) stressed that modern foreign language facilitators must have the knowledge to face present days' demands. Taking into account not only the mentioned above but also integration of information technologies and modern trends in education. Professional development should be practical and effective, considering the 21<sup>st</sup> century challenges learner facilitators face so as to have a positive impact onto learners' academic achievement.

The objective of this study is to describe the experiential learning opportunities, the challenges when developing intercultural competence, and the skills that are essential for foreign language facilitators to develop in order to be updated in 21<sup>st</sup> century learning in the English language department of a language center of a public university in the northeast part of Mexico.

### **Background of the study**

The following literature review describes the efforts made by higher education institutions on an international, national and local level to respond to the challenges presented to foreign language teaching in today's globalized world. Interconnectedness and easy access to communications technologies, leads to a shift of previous foreign language teaching conceptions, searching for a more authentic learning in foreign language education. It begins by examining study cases related to experiential learning in foreign language teaching, followed by research that views intercultural competence as a core goal to be developed in a foreign language education. Multiple studies regarding the evolution of technologies and its value when applied as an instructional tool are analyzed as well. Leading to the need of updating teachers' professional development with respect to expanding their knowledge and competence regarding 21<sup>st</sup> century skills, the use of technology and media, and the creation of authentic learning environments.

Experiential learning opportunities are essential when developing communicative competence in foreign language learning. Sharifi and Shariati (2017) carried out a case study in order to investigate the role of experiential learning in English language learning. They wanted to investigate if experiential learning enhances second language learning. The quantitative research was carried out at elementary level, in two different classes of the same language institute in Iran in 2016. The data was collected from a group of thirty English as a foreign language (EFL) students. They were separated in two groups: experimental and control. The Experimental group was offered experimental teaching while the students in the control group were offered a traditional way of teaching. The first group, experimental, obtained better results than the control group, concluding that experiential learning was more effective than traditional learning.

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Few experiential learning opportunities are offered to learners in a foreign language learning context. It is common to see traditional structurally-oriented strategies applied when observing a foreign language class. Lee (2019) observed that many language teachers today are still focusing on form rather than on communication. The need for better grammar instruction preparation for prospective teachers was addressed. Lee (2019) remarked that traditional teaching methods will continue to be applied if teacher training does not develop teaching skills for today's reality. He conducted a study with the purpose of exploring the advantages of designing experiential learning practices when teaching grammar. Lee (2019) studied closely a group of preservice teachers in Hong Kong who were developing online grammar resources collaboratively for teachers all around the world. The research involved 12 student teachers who joined the project voluntarily for a total of 17 meetings held in 6 months. The results of the quantitative and qualitative data analysis reflected the importance of experiential learning as a main element of teacher's preservice training, for both professional as well as personal development.

Inclined to develop global citizenship among students, Moreno- López, Ramos- Sellman, Miranda-Aldaco, and Gomis (2017) explored four distinctive pedagogical models. The first one was a traditional face-to-face classroom; the second one was face-to-face classes including a community based learning element; the third one was face-to-face courses with an online telecollaboration element; the fourth one was a study abroad model implemented in a Spanish language course. The aim of this study was to measure learners', of a small USA, linguistic gains and their intercultural awareness skills when taking Spanish as a foreign language course following the four distinctive pedagogical models. Quantitative data analysis of the 172 participants, shows that student learning outcomes were equal in the four models. That



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is, incorporation of different designs of experiential learning did not have an influence on student's development of Spanish knowledge. However, qualitative data confirmed that non-traditional instructional models that implemented experiential learning boosted student's engagement, second language acquisition and developed intercultural awareness.

Elola and Oskoz (2008) viewed intercultural competence not only as an objective in foreign language education, but also as an opportunity to develop global citizenship. It is asserted that it is not easy to integrate the intercultural component in a course. However, teachers need to incorporate it in their courses in order to foster students' perspectives about other cultures. The authors analyzed intercultural competence development among study abroad students in Seville, Spain and home students in a US university.

Technology has revolutionized the field of education, granting access to infinite technological resources online. Blogs were used as a mediating tool during the spring semester of 2007. Qualitative results showed that both groups developed intercultural competence, due to the particular characteristics of the context as well as the positive effect of blog interactions in developing interculturality.

The evolution of communication technology, offers learner facilitators access to an assortment of tools to implement in class. DeHaan, Johnson, Yoshimura, and Kondo (2012) explored the use of wikis, videos and interaction-based experiential learning in order to address the lack of confidence of their students when speaking English as a foreign language. An experiential instructional design was developed to improve oral communication skills. Thirteen undergraduates at a public Japanese university participated in the study voluntarily, as an extracurricular project. Students as well as the instructor reported positive positions in relation to the use of technology in language learning. Participants were part of experiential learning

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cycles. Analysis of performance revealed improvement in syntax, pragmatics, lexicon and fluency. Researchers concluded that the technological tools used can be effectively incorporated to mediate students' spoken communication. Instructional technology complemented the implemented teaching methods, providing students with opportunities to interact, reflect, and learn from mediation with their teacher and their peers.

Technology as an instructional tool can be a leverage to develop intercultural competence in both domestic and international contexts. Responding to the demands of higher education internationalization in China, Zhao and Coombs (2012) aimed to integrate critical thinking skills and specific cultural thought patterns among English language learners studying at a Chinese university. Their study focused on the teaching of interculturality through applying a paradigm shift in an EFL writing. This shift involved adopting different cultural viewpoints by learners' social identity switching from a collective to an individual expression. Participants were studying a degree taught in English or were taking subjects that would lead to future studies in countries where English is mainly spoken. The outcomes of the strategy were positive. Researchers concluded that interculturality can also be developed in a domestic context, and that this paradigm shift is essential for students in China to update their intercultural learning as well as to equip students as future global citizens.

Puranen and Vurdien (2016) remarked that in language learning today, online intercultural exchange, both synchronously and asynchronously, is an opportunity which allows students worldwide to interact in authentic learning environments, building online communities enjoying common interests. Teachers use of computer-mediated communication is currently increasing in language education. The objective of this study is to examine the development intercultural competence among Finnish and Spanish students via a videoconference platform.

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A group of eleven students, who were studying English C1 and C2 levels, at a private language school in Spain and seventeen Finnish students, who were studying Spanish at a Finnish university, participated in this study. They were provided with the opportunity of interacting and experiencing intercultural learning in a six-week, task-based project. Qualitative and quantitative data findings suggests that videoconferencing is an effective tool in this intercultural learning experience. Researchers concluded that most of the students reported a positive experience.

It is common to see traditional structurally-oriented strategies applied when observing a foreign language class. These methodologies usually focus more on form than on language function. Eren and Ozer (2016), both faculty of Yildiz Technical University in Istanbul, Turkey, conducted a research on task based real-life scenarios which create more authentic dialogues instead of fabricated monologues in a foreign language course. By planning, implementing and evaluating intercultural competence in foreign language education as well as by developing effective communicative learning strategies through authentic scenarios, researchers intended to analyze intercultural competencies and linguistic knowledge in language learning. The project was implemented in a state university language center, a group of 30 undergraduates were selected. Researcher used Byram's (1997) model as an intercultural competence framework.

Action research, over a 6-month period, was carried out in order to develop more effective communicative styles. Results described the positive impact of interculturality development in relation to student's motivation to use the target language. Scenarios that included a cultural experiential element, modelling writing and authentic speech, helped student development of both interculturality and linguistic knowledge.

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ICT enhances intercultural competence. Elboubekri (2017) observed low scores and struggles in target language proficiency. He saw intercultural competence as a strategy to overcome both issues. A study was conducted among undergraduate students in Morocco. Elboubekri (2017) claimed that the materials teachers used in their daily classes as did not meet students' expectations on education, presuming that students leaned towards an integration of a cultural component in their English classes. This research proposed to blend the traditional classroom teaching strategies with online learning practices that promote collaboration and cooperation in order to achieve the aim of integrating intercultural approach at the Moroccan universities. 180 university students and 25 university teachers of the English department in Oujda participated in the study. The experimental case study was followed by personal observation, discussion and questionnaires. Results confirmed that courses were not appealing to students. The lack of appeal was especially related to cultural topics.

Virtual learning environments (VLE) are more commonly used in English language instruction. Dayag (2018) describes VLE as a fad in this 21st century academic landscape. He conducted a study aimed to explore the perception of selected EFL lecturers and Omani students on VLE. The researcher endeavored to inquire the learning management systems currently used, perceptions, merits and demerits, primary concerns, challenges, and suggestions to enhance VLEs in a higher education institution. The qualitative study was conducted in Shinas College of Technology, during the first and second semester of 2016-2017. The participants of the study were two lecturers and 21 EFL students. Interviews were conducted and qualitative data results report that VLE is perceived by Omani students to have a positive effect on their EFL learning. Five challenges were encountered by lecturers and students: difficulty to collaborate, time management, students' native language preference, lack of support, and weak internet

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connectivity. According to the results of the study, the success of VLE depends on at least three primary concerns: interest, support and time.

In virtue of the needs of incorporating TIC in higher education institutions to develop new environments focused on the demands for XXI education, The State University of New York (SUNY) began the Cross National Project (CNP) in 2004, as an effort to develop more online courses with an international dimension. The CNP goals focused on international education, international collaboration, international networking, international educational opportunities, online international projects, technology, hybrid teaching models, and international courses; and served as a basis for the development of The SUNY Center for Collaborative Online International Learning (COIL), created in the fall semester of 2006. COIL was developed by the initiative of several SUNY faculty innovators who were exploring how to invite international students into their classrooms using technology as means. Today, The SUNY Center for Collaborative Online International Learning is one of the leading the field of Globally Networked Learning (GNL); a methodology that allow cost-effective innovation on internationalization strategies (COIL, n.d.). COIL programs objective is to promote multicultural online and blended learning environments in order to develop interaction among faculty and students worldwide, focusing on experiential student collaboration. Doreen Starke-Meyerring, stated that higher education faculty has the responsibility as well as the privilege to educate learners to be competent in a global world as well as to consider themselves global citizens. Recent events and crisis have proved the need of Collaborative Online International Learning (Starke-Meyerring, 2008). As seen by Starke-Meyerring (2008), today's traditional locally bounded classroom courses education is not enough, even if teaching is repackaged for it to be delivered online.

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There is a need of incorporating culture and technology into language learning, this realization has altered how language teaching is today. Interested in broadening telecollaborative exchanges research, Lenkaitis, Calo and Venegas (2019) conducted a Collaborative Online International Learning (COIL) exchange via Zoom, a videoconferencing tool. Researchers saw synchronous computer-mediated communication (SCMS) – based telecollaboration as an authentic environment, which provided a unique opportunity to improve students' intercultural competence. Based on Deardorf's (2012) 15 categories of intercultural competence, the qualitative study investigated the development of intercultural competence through an exchange project using Zoom as an effective tool for telecollaborative exchange. Participants were Spanish undergraduate students of a state university in the US and English language learners of a private university in Mexico. The recordings of Zoom videoconferences were analyzed, focusing on how participants developed IC. Researchers concluded that SCMC-based telecollaboration is effective in the development of IC; students explored the close relationship between language and culture. This research is one of the pioneers that analyzed the integration of Zoom as a videoconference tool for IC development, as well as communication skills and cultural self-awareness/understanding. By implementing SCMS- based telecollaboration, mutual understanding among cultures will be developed, crossing international physical boundaries through telecollaboration (Lenkaitis, Calo and Venegas,2019).

The Common European Framework for Reference (Council of Europe, 2018) remarks the importance of interculturality development by stating “The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how” (Council of Europe, 2001, p. 43). Minoia (2019) explored effective

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strategies that can be applied in learning contexts to develop learners' intercultural competence. Participants were four Chinese students, learning Italian A1- A2 CEFR, who were on an exchange program from the University of Nottingham China Campus. The research focused on the differences between the students cultural background and that one of the target language. Deardorff's (2006) model was used as a framework for the design of the strategies applied in class, intending to raise awareness of their own cultural identity, others cultural identity and different perspectives. The results of the study show that learners reflection of the practice was beneficial. Participants were able to analyze their pre-conceptions and engaged positively in the learning process of interculturality. Minoia (2019) emphasized that intercultural competence acquisition is a lifelong process. Hence, it requires further investigation in the education field. As a conclusion of this study, reflection may be an effective practice to develop intercultural competence.

Hsu and Beasley (2019) remarked that EFL learners have limited opportunities to have interaction with people from all around the world and to experience authentic intercultural communication in English. Therefore, they have limited opportunities to develop their intercultural competence. The purpose of their study was to look into the pedagogical design of applying computer-mediated communication tools (CMC), to create opportunities to boost target language interactions and develop intercultural competence in Taiwanese EFL university students. Students of a business English class were part of this exchange which used synchronous and asynchronous tools. Qualitative data results indicate that the goals set for the pedagogical design of the intercultural CMC activities were achieved. CMC tools can create authentic language use and innovative learning environments for foreign language learning.

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Swartz, Barbosa, and Crawford (2020), remark that instructors have searched for alternatives beyond traditional classroom instruction to offer experiential learning experiences to students, creating globally networked learning environments (GNLEs). By engaging learners in learning from and collaborate with others in global classrooms, Collaborative Online International Learning (COIL), teachers intended to foster cross-cultural competencies (important skills for both their personal and professional development (Starke-Meyerring, 2007). The purpose of Swartz, Barbosa, and Crawford (2020) was to foster intercultural competence as well as to provide students with the opportunity of learning from online teamwork and developing project management skills as well as to improve communicative competence. The project was carried out among Scottish, German and Portuguese students who collaborated on business-related topics with the objective of improving their collaborative oral, written, intercultural, teamwork and digital skills in cross-border communication. Results describe positive developments in intercultural sensitivity.

In brief, to develop interculturality in authentic learning environments with aided by technology, learner facilitators professional development should be adjusted. The Standards for Foreign Language Learning in the 21st Century (1996) consider culture as one of the five objectives in foreign language learning, though it remains unclear how to teach it. Yang and Chen (2016) investigated language instructors' attitudes, beliefs and challenges when teaching culture to college undergraduates. Researchers interviewed and observed six participants of a United States university. Data was collected from interviews as well as classroom observations. Analysis of data revealed two issues when teaching cultural perspectives: many language teachers did not consider culture to be an important goal in foreign language education in the 21st century, and language teaching was focused on grammar. These two facts became the main



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barriers: the lack of professional development and the beliefs and attitudes towards teaching culture (Chen, 2016).

Sadovets (2017), addressed the issue concerning traditional approaches to Continuous Professional Development (CPD) of foreign language teachers which tends to focus mostly on teaching methodology. The study stressed the close link between teachers' professional development and student's achievement. He compared foreign language teaching CPD in Ukraine and CPD developed in other European Countries. As a conclusion, CPD developed in other European countries was continuous and focused on broader issues, which included: integration of technology as an instructional tool, effective use of teaching resources, analyzing and considering the interests and needs of students in instructional design, responsibility of being updated and continue taking CPD, recent trends in education, among others. According to the research, CPD should be practical, effective and must encourage reflection, further research and collaborative exchange of experiences.

Concerned about developing 21st century skills, Cox and Montgomery (2019) conducted a study to investigate how to develop 21st century skills through project-based language learning. Traditional approaches tend to prevail in a teaching-learning context, leading to passive-nature activities which are difficult to apply by 21st century learners in their real-life. Participants were 34 undergraduate Spanish language learners at a US university. Data was collected from classroom observations, a survey and a reflection journal. Cox and Montgomery (2019) analyzed the collected data using Csikszentmihalyi's (1996) flow theory. Researchers concluded that authentic, real-world, meaningful tasks in which students are required to apply 21st century facilitates cognitive, behavioral and emotional engagement.

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Authentic language learning contexts improve not only language skills, but also human development.

Fernández-Agüero, M., & Chancay-Cedeño, C. (2019) analyzed the intercultural practices of a total of 68 university of English as a foreign language at four Ecuador state universities. Participants were lecturers teaching English subjects in different fields: medicine, engineering, education, social work, ecotourism, nursing, and among others. Researchers adapted a questionnaire to understand to what extend the participants were academically prepared to develop their students' intercultural skills. The questionnaire comprised three sections: teacher's background, teacher's beliefs and practices, and intercultural competence. Quantitative data drawn indicated that teachers were aware of the importance of developing intercultural competence but needed to improve their approach to it considerably. Results suggested that preparation on interculturality is needed help teachers be competent in incorporating interculturality through experiential learning and task-based work.

There is a need for teachers to acquire digital and media competences. Palacios, Gómez and Huertas (2020) sought to revise the concepts of digital and media competence and to carry on further reflection about how superficially they are addressed at universities and teacher-training centers, to propose suggestions that could help teachers acquire and develop them and then be able to teach them to their students. Specific data collection and analysis methods were adopted to carry out an exhaustive literature review. Researchers concluded that many in training teachers inform they feel unprepared for teaching with information and communication technologies (ICT) and report that the teachers' problem does not consist in learning how to use ICT but in how to integrate ICT into their teaching praxis. As a conclusion of this study, a series of considerations should be taken into account when providing training on digital and media

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competence for teachers: Inclusion of media competence in syllabuses is essential, a simplification of the concepts of teachers' digital and media competences is needed, an efficient model for teachers' digital and media competences development is required, a periodical evaluation of teacher-training centers is essential in order to diagnose the ICT culture prevailing at them, as well as the infrastructure and services provided, development of awareness during initial teacher training is also necessary.

The Current Status of Information Technology and Communications in Higher Education Institutions in Mexico study in 2018, by the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), provides a general context of ICT in Higher Education Institutions in Mexico. The study describes the importance of ICT for the role they play in higher education and the role of Higher Education Institutions influencing digital transformation, knowledge economy and the technological changes in globalized environments. It is the third published version of this study, led by specialists of the 191 partner institutions. The results show that Higher Education Institutions have slightly increased the access and capacity of the Internet they are providing to the university community, along with the increase of online learning management systems. On the other hand, among the challenges identified in the use of ICT is that technology, was discourse. Technology discourse has to be understood by the rectors of higher education institutions, so that they can clearly see the benefit that current technologies bring to their universities; thus invest in future technologies. It is stated the need of having a clear objective when making large injections of technology, leading to more positive results. It is observed in the results of this study that Higher Education Institutions are not investing enough in the exploration and implementation of emerging technologies. As a final remark in the conclusion of the study, the authors agree that the university system is not

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homogeneous; there are some universities with high use of technology and some others who are beginning to implement it, due to the lack of resources and other barriers.

Mexican researchers in the field of education agree that ICT need to be embedded in the teaching learning process within the education system. According to Zempoalteca, B., Hernández, J., Gonzalez, J., Guzman, T. (2016), universities must overcome the incorporation of educational technology into traditional education models. However, the use of technology by teachers in their praxis is not truly embedded, it follows traditional teaching methods and digitalizes information through Web 1.0 resources. Both, public and private Mexican universities have highlighted the importance of ICT as essential tools in academic practice, but few have actually focused in using collaborative environments available in the field of Web 2.0. The objective of the study ICT and Digital Competence in Education Training in Higher Education Public Institutions (2016) by Zempoalteca, B., Hernández, J., Gonzalez, J., Guzman, T., was to analyze teachers and students ICT training of digital competence as well as the use of Web 1.0 and 2.0 in academic practice. They concluded that the use of ICT has a positive impact in student academic practice. They noted the close relation among digital competence and ICT use. According to the research, there is a need to increase efforts in teacher training due to the fact that it influences the incorporation of ICT in higher education institutions.

A similar study was conducted by Vera, J.A., Torres, L.E.& Martínez, E.E. in 2014, Assessment of Basic ICT Competencies in Teachers of Higher Education in Mexico. The study assessed the basic ICT competencies in Higher Education in Mexico in a sample composed of 432 professors. The model of UNESCO Competency Standards on ICT for Teachers 2008 was followed, focusing on the demands for education in this XXI century. According to the study, the use of technology as an instructional tool demands a new role for both students and teachers.

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Students become learners while teachers become learner facilitators. Education has to shift from teacher-centered to student-centered. It is emphasized that the use of technology as an innovation in the teaching praxis will strictly depend upon the resources and infrastructure available at the education institution, agreeing with ANNUIES 2018 study. However, ICT grant access to new environments that create the need for innovation in education. Therefore, professional development and ICT training is compulsory in order to integrate effectively ICT in the curriculum. Analyzing the conclusions of the study, only 39% of the professors claim to use ICT in their classes. The study observes, as well, that the age of the professors is an important variable in the use of ICT. The higher the age of the professors, the less ICT skills they have. According to the results, there is a significant difference in the use of ICT related to the training in ICT. Professors, who have been trained, use more ICT in their classes, compared to those who have not received any formal training in the implementation of technology as an instructional tool in the classroom.

International organizations have sought to increase collaboration between academic institutions in Mexico and abroad. For instance, The Embassy of the United States in Mexico City provided a cooperative grant to SUNY to expand online education in Mexico as well as the internationalization of Mexican higher education institutions (COIL, n.d.). In 2013, COIL developed a partnership with Santander Universities in Latin America, funding the development of GNLEs between Santander Universities network in Mexico, Brazil and Argentina. The SUNY COIL Center promotes collaborative international learning. It by connects classes worldwide adding an international engagement element to the curriculum. The US-Mexico Multistate COIL Program partnered with eighteen institutions during the 2016-2017 academic year. Professors at these universities took the SUNY COIL Center professional development program in order to

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develop GNLEs with partner institutions at SUNY. It was observed that the role of a coordinator to develop engagement was crucial.

One of Mexican institutions who partnered with COIL was The Monterrey Institute of Technology and Higher Education (ITESM) Campus Chihuahua. Santander Bank's funding allowed COIL to sponsor a one-year GNLEs project between three ITESM professors and SUNY. Professor Angélica Santana, leader of this partnership, developed a Global Learning professional development course, which later developed into Connective Multicultural Learning professional development course in order to promote GNLEs in ITESM campuses all around Mexico. COIL collaborated as well with The University of Monterrey (UEM). M.Ed. Brenda García, Director of Internationalization Projects at UDEM, leads the project researching the development of intercultural competences and in international online collaboration projects such as COIL initiatives (García 2018). García coordinated both the Intercultural Competency Training Program as well as the internationalization activities at UDEM. The main objective is “to contribute to the intercultural training of students through pedagogical intervention and the measurement of learning outcomes in international experiences, whether abroad or at home” (García, 2018).

The Autonomous University of Nuevo León (UANL), in its 2020 Vision, has set as priority and transversal the promotion and consolidation of internationalization processes through creative and innovative strategies that strengthen UANL as a world-class educational institution. Since its founding in 1993, the Autonomous University of Nuevo León, has promoted the internationalization of students and professors. However, efforts were limited and restricted due to budget shortages (UANL, 2020). In 1990, the Academic Exchange Coordination was created in order to manage scholarships for student and academic exchange.

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Faced with the challenges posed by the growing globalization process that impact our society more deeply each day, the Autonomous University of Nuevo León has responded to these with the creation and implementation of an extensive internationalization program whose objective is to support training of graduates endowed with the fundamental capabilities to be competitive globally. (UANL,2020)

In 2014, the UANL Internationalization Center was created, providing a space for students, scholars and researchers to establish and strengthen their ties with foreign institutions and organizations, promoting the development of collaborative research projects, as well as double degree programs. Hence, foreign language proficiency is needed to have a successful academic exchange. This became a challenge for the UANL, leading to the creation of the Center for Foreign Language Studies and Certification (CCL) in 2006. CCL promotes foreign language learning of English, French, German, Italian, Portuguese, Spanish, Dutch, Chinese, Japanese, Korean, Russian and Arabic, promoting their international certifications as well. UANL students as well as community in general interested in developing communicative competence in the different foreign languages may enroll. One of the objectives of CCL is to promote global peaceful communication and the internationalization of UANL.

It is well recognized, by higher education institutions worldwide, the need to respond to the challenges faced by globalization and the development of technology. As mentioned above, initiatives have been developed in an international, national and local scale, leading to the collaboration among individuals, institutions and nations. It is observed the importance of experiential learning in authentic environments to promote intercultural competence and the use of technology as an instructional tool. Professional development is vital to address the challenges faculty may face when developing intercultural competences and using Web 2.0 technologies.

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## **Rationale**

Before COVID-19 pandemic, foreign language teaching followed traditional classroom settings which were limited to a physical space. Learners had few opportunities to practice the target language in a real-world context. The advent of globalization has granted easy access to information and communications technology, which play an important role in the teaching of communicative skills. As stated by Romaña (2015),

One of the main functions of language teachers should be to provide as many opportunities as possible for their learners to develop their speaking skill in the target language so that they can interact with others under varied linguistic and social circumstances using such language subsystems appropriately and spontaneously. (p.144)

In agreement with Eaton (2010), learner facilitators can update their teaching techniques by incorporating progressively and effectively the use of technology in their classroom. Foreign language facilitators could become education leaders by collaborating with teachers from all around the world, in the design and development of globally networked learning environments for the development of experiential learning, intercultural competence and 21st century skills in a foreign language class.

## **Statement of the Problem**

We are living a digital era, whose impact on the world of education is yet to be discovered. Education has not kept up with the changes and skills of new generations. “Without doubt, we have evolved from the modernity of an industrial society, which was characterized by the constructability of the world, to the post-modernity of an information society” (Stehlik, 2018, p. 137). With the evolution of information and communication technology, recent generations have contrasting attitudes, expectations and motivation for studying compared to former ones.



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Millennials and generation Z were born into a world of information and technology; they are digital natives with access to the world at their fingertips. Past generations, which include many of today's teachers, have to adapt to today's education situation.

Language teaching in antiquity was focused on Greek and Latin. According to Hummel (2014), learners were taught to compare their L1 words and structures with those in the target language; the main objective was to develop reading and writing. By the 18th century, the focus was still on explicit grammar teaching, memorization of rules and development of reading skills in the target language. It was not until the 20th century, following communicative needs at times of war, that there was an emphasis in oral fluency. However, making drilling and repetition the central elements of instruction, learners failed to develop a conversational ability in the target language. Effective communication was sought, leading to the communicative approach, where communicative competence is considered the main aim.

Following a post-method perspective, applying a single method does not meet the goals and needs of all learners and programs. Teachers need to consider their specific teaching context, and take an active role. Most of 21st century learners use smartphones instead of textbook and keyboards instead of pencils. Learner facilitators have to implement experiential learning strategies in order to keep the 21st century active learners engaged and motivated. This is an issue in today's foreign language teaching. Teachers are still following a traditional learning environment, teaching grammar explicitly, focusing more on input rather than output. Foreign language teachers have an active role providing information, while learners have a passive role, listening and memorizing it.

Today, learners' outlook on learning has evolved, demanding a new role of the teacher as well as a new learning environment. In a traditional learning environment, there are not enough

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authentic opportunities for learners to engage in communication or to giving the target language a meaning and a functionality. Few experiential learning opportunities are offered to learners in a foreign language learning context. It is important to develop experiential learning in foreign language courses because it encourages students to develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Students learn through reflection on doing. Nevertheless, it is common to see traditional structurally-oriented strategies applied when observing a foreign language class.

Our globalized world demands multilingual and cross-culturally aware global citizens. Being communicative competence the ultimate goal in foreign language learning, an essential competence to acquire is interculturality. Interculturality should be fostered in a foreign language class; however, it is a challenge for learner facilitators to do so. In many cases, it is due to: limitations of their teaching physical environment, updated training, restricted textbook resources, lack of technology resources, time constraints, among other barriers.

In an effort to address the multiple challenges of today's global world, is important for teachers to be updated on 21st century learning. Today, professional development training mainly focuses on textbook content, classwork organization and administrative processes rather than on developing teaching skills to facilitate learning to our 21st century active learners. Technology has a say in how learners want to learn, and learner facilitators lack expertise on it. Professional development should be practical and effective, considering the 21st century challenges learner facilitators face so as to have a positive impact onto learners' academic achievement.

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## **Purpose of the Study**

The objective of this study is to describe the experiential learning strategies currently applied, the challenges when developing intercultural competence as well as the skills that are essential for foreign language teachers to develop in order to be updated on 21st century learning. This study was developed in the English language department of a language center of a public university in Mexico. As an outcome of this research, a professional development course on globally networked learning will be developed in order to train foreign language teachers in the design and implementation of globally networked learning environments in their praxis.

## **Research Questions**

- Which experiential learning strategies are developed in the EFL courses?
- What are the challenges that teachers face when developing intercultural competence in an EFL course?
- Which skills do EFL teachers need training on to update their teaching practice?
- Which strategies to implement in order to update ELF teachers' praxis regarding experiential learning, intercultural competence and 21st century skills?

### **Literature Review**

The purpose of this chapter is to explore literature regarding globalization and its influence on foreign language teaching. This chapter also examines the skills needed to succeed in today's globalized world, known as 21st century skills. This literature review will also provide a brief insight on foreign language teaching approaches: from antiquity, leading to the communicative approach and the importance of interculturality, followed by the post-method era. This chapter also intends to contribute to a better understanding of what experiential learning in foreign language teaching is, concluding with the history and available research regarding the interconnected evolution of education and technology.

### **Globalization**

Globalization has become a familiar word in many different fields, yet there is not one specific definition for it. Its origin can be traced back three decades ago. Theodore Levitt, a former professor at the Harvard Business School published *The Globalization of Markets* in 1983, coining the term globalization. Levitt (1983) saw technology as a powerful force driving the world into a converging commonality, granting societies from all around access to communication, transport and travel as never before. As a result, a new global commercial reality emerged. Levitt (1983) analyzed globalization from an economic perspective, as a benefit for corporations which could now reach a previously unimagined scale of magnitude in production, distribution, marketing, and management. Williamson (1998) agreed that the source of globalization lied in the development of technology, therefore, is here to stay. Moreover, this same author added to the term the mobility of skilled professionals, knowledge, and English as a common world language; all of them as consequences of this cheap, rapid and reliable availability of communications phenomena referred to as globalization.

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The United Nations Educational, Scientific and Cultural Organization (UNESCO) considers globalization as “the flow of economy, technology, knowledge, human capital and social values across borders” (UNESCO, 2003, para. 3), complementing previous definitions by adding social values to the list. A more recent definition, which will be used to define globalization in this present study, will be Blommaert’s (2010):

Globalization is the shorthand for the intensified flows of capital, goods, people, images and discourses around the globe, driven by technological innovations mainly in the field of media and information and communication technology, and resulting in new patterns of global activity, community organization and culture. (p. 13)

Globalization has allowed positive changes around the world, in all fields. However, this interconnectedness of societies can also lead to negative consequences worldwide. Shopina, Oliinyk & Finaheiev (2017) analyzed the trends of world economy in from 2000 to 2017, indicating an aggravation of economic problems and a decline in economic growth rates worldwide. This negative consequence of the interconnectedness of societies has not only impacted economics, but all different spheres worldwide. Taking the health sphere as an example, the coronavirus pandemic has shifted the world into a crisis mode (Oba, 2020). On the other hand, globalization has allowed the sharing of knowledge and technologies and to solve world issues, as global citizenship is promoted (Balay, 2004). We could not imagine the world we live today without the last century innovations that have transformed our daily lives. Life as we know it today, with all the goods, services, transport and technologies we are used to, would not have been possible without global collaboration (Constable & Somerville, 2003). These would not have been possible if scholars worldwide had not worked together. International

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collaborative research is needed in today's world to address global issues and come up with innovations to improve our modern life (Fox & Hundley, 2011).

Just as in all spheres, the field of education had to keep up with the evolution of this globalized world. Universities have always looked for ways of promoting global education and exchange among faculty and students (Bidyuk, 2016). However, information and communication technologies have enhanced higher education. According to Wilson (2010), universities that have become more interconnected as global initiatives are a common place now. University mandates and focus are influenced by global university rankings, and professors and students can both teach and learn with and from the world in globally networked environments. Güven (1999) explained that in this global era, it was mandatory to switch to a global education approach in order to promote experiential learning. Global education has become imperative.

Foreign language education has been influenced by globalization as well. As explained by Kramsch (2014), globalization influence has redefined and restructured foreign language education. Today, it goes beyond the principles of communicative language approaches, being more reflective and engaged with the current world. Kramsch (2014) analyzes how foreign language education has been reimagined and reinvented. Easy access to internet has allowed to learn from authentic materials and social media, as well as videoconferencing tools have allowed learners the opportunity to interact in real-world cultural environments.

### **21st Century Skills**

Having discussed the influence of globalization in foreign language education, it is important to reflect on the skills needed to succeed in today's globalized world. Education researchers have observed that education systems do not reflect the needs, knowledge or skills necessary for 21st century active learners to succeed (Bedir, 2019). This could be due to the fact

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that there is not a consistent definition of what 21st century skills actually are. There is a large amount of literature attempting to describe 21st century skills; however, there is not a consistent definition (Joynes, Rossignoli & Fenylwa, 2019). As Donovan, Green and Mason (2014) stated when examining the 21st century classroom, if we ask educators to define 21st century skills, multiple definitions will most likely be given. Focus may vary; some educators may focus on the use of technology, some others on digital literacy while others do it on global understanding.

The effects of globalization regarding information and communication technologies have had an impact on the skills needed in the 21st century to previous ones, as computers are replacing a huge number of human tasks (Dede, 2009). Learners have now access to information from a handheld device within seconds. Today, learners are required a set of skills that rely on expert thinking, metacognition, decision making and effective communication (Levy & Munane, 2004). Focusing on effective communication skills, there is not only a need to develop effective communication face-to-face but also online communication. As stated by Dede (2009), collaboration is one of the main 21st century skills to be developed among our students today, these skills imply higher interpersonal capabilities compared to those of the prior industrial era. He accomplished to compare frameworks of 21st century skills, including the Partnership for 21st Century Skills (2006), the Organization for Economic Cooperation and Development (2005), and Metiri Group and North Central Regional Education Laboratory (NCREL) (2003); and has formulated a list of digital literacies for the 21st century.

According to the Partnership for 21st Century Skills (2006), 21st century learning skills are vital to succeed in our interconnected world. Partnership for 21st Century Skills (2006) are: creativity (think creatively, work creatively with others, implement innovations), critical thinking (reason effectively, use systems thinking, make judgements and decisions, solve problems),

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communication (communicate clearly, communicate effectively in diverse environments including multilingual) and collaboration (collaborate with others) and they could be considered as today's essential skills. Within the ability to collaborate, social and cross-cultural skills and intercultural competence to collaborate in development of innovation are imperative. The Partnership for 21st Century Skills (2006), has also described 21st century support systems, emphasizing the following: assessment of 21st century skills, 21st century curriculum and instruction, 21st century professional development and 21st century learning environments. Focusing on the latter, it is imperative to promote learning real-world 21st century contexts and to support an international cooperation in learning, both face-to-face and online.

In 2005, the Organization for Economic Cooperation and Development outlined 21st century skills in three categories: using tools interactively (use language, symbols and texts interactively, use knowledge and information interactively, use technology interactively), interacting in heterogeneous groups (relate well to others, co-operate/work in teams, manage and resolve conflicts), and acting autonomously (acting within the big picture, form and conduct life plans and personal projects, defend and assert rights, interest, limits and needs. Two years prior, Metiri Group (an Education Consulting Firm) and NCREL produced the following 21st century skills framework: digital-age literacy (basic, scientific, economic, and technological literacies; visual and information literacies; multicultural literacy and global awareness), inventive thinking (adaptability, managing complexity and self-direction; curiosity, creativity and risk taking; higher-order thinking and sound reasoning), effective communication (teaming; collaboration and interpersonal skills; personal social and civic responsibility; interactive communication), high productivity (prioritizing; planning and managing for results; effective use of real-world tools; ability to produce relevant; high-quality products). It is clear now that globalization, along



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with accelerated access to new communication technologies, has a significant impact on education. Metiri Group and NCREL (2003) remarked that how students learn and the content to be learned is changing. Higher education institutions, faculty, students, curriculum, assessment and learning environments must be brought up to the challenge.

Pedagogy has adapted efficiently to this challenge (Scott,2015). Redesigning actual pedagogy is crucial, as well as to analyzing that today's students are active learners; they are digital natives and content creators. 21st century instruction should be based on three pedagogical principles: personalization, participation and productivity (McLoughlin & Lee, 2008). This allows learning through authentic real-world contexts. Saavedra and Opfer (2012), listed nine principles for teaching these skills: make learning relevant to the big picture, teach through the disciplines, develop lower and higher order thinking skills to encourage understanding in different contexts, encourage transfer of learning, teach how to 'learn to learn' or metacognition, address misunderstandings directly, promote teamwork, exploit technology to support learning and foster students' creativity. Just as the role of learners evolved in this 21st century, so did the role of teachers. Teachers' role has changed, becoming learning facilitators (Hampson, Patton & Shanks, 2011). Therefore, teachers will need proper professional development to empower this evolution, particularly in the incorporation of modern technologies into education (Scott, 2015).

### **Foreign Language Teaching**

After discussing the evolution of skills to be developed in education in this 21st century, it is also important to discuss the evolution of foreign language teaching. Language teaching in antiquity was influenced by the way Greek and Latin were taught. According to Hummel (2014), learners were taught to compare their L1 words and structures with those in the target

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language; the main objective was to develop reading and writing. By the 18th century, the focus was still on explicit grammar teaching, memorization of rules and development of reading skills in the target language. It was not until the 20th century, following communicative needs at times of war, that there was an emphasis in oral fluency. However, making drilling and repetition the central elements of instruction, learners failed to develop a conversational ability in the target language. According to Oleksandr (2016) “within the following stage (1970s – the end of 1990s) the theoretical issues of foreign language teaching were elaborated and instead of mastering only grammar rules and learning lexical units, communicative competence of students was formed and developed” (p.2).

Effective communication was sought, leading to the communicative approach, where communicative competence is considered the main aim. As Hummel (2014) explained students should be taught how to communicate meaning instead of focusing on language knowledge, memorizing structures and rules. Hummel (2014) defines it as “an approach that emphasizes using techniques that engage learners in the pragmatic, authentic, functional use of language for meaningful purposes” (p.155). Communicative classrooms recognized the importance of authenticity, real-world simulation and meaningful tasks (Brown, 2007). It is important to remark that this approach lacks on specific methodological guidelines (Hummel,2014). Nevertheless, Brown (2007), provides seven interconnected characteristics to describe Communicative Language Teaching: overall goals focus on all components of communicative competence and must intertwine organizational and pragmatic aspects; language techniques are designed to engage learners in the pragmatic, authentic, functional use of the language for meaningful purposes; fluency and accuracy are complementary principles underlying communicative techniques; focus on communication in real-world contexts, students are given

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opportunities to focus on their own learning process, developing autonomous learners; teacher becomes a learner facilitator and a guide; and students are active participants in their own learning process.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), “describes in a comprehensive way what language learners have to learn in order to use a language for communication and which knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001). Despite stating clear that the CEFR is not inclined to a specific methodology, the Council of Europe has promoted an approach based on the communicative needs of learners for many years. It is described in chapter 4 of the CEFR (2001), how learners develop interculturality. When learning another language, “the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how” (Council of Europe, 2001, p. 43). In chapter 5, the CEFR describes knowledge, awareness and understanding of the relation and diversity between L1 world and the target language community world as cultural as intercultural awareness. Regarding intercultural skills and know-how, the CEFR lists: the ability to bring the culture of origin and the foreign culture into relation with each other, cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures, the capacity to fulfill the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations, and the ability to overcome stereotypes relationships (Council of Europe, 2001).

Byram (1997) described intercultural competence as an ability which allowed effective interaction among people from different cultures. Byram (1997) proposed a model of intercultural competence involving linguistic, sociolinguistic, discourse and intercultural

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components. The schema of the factors involved and the relationship among them in intercultural communication competence are: knowledge of self and other, critical cultural awareness, intercultural attitudes, interpreting and relating, and discovery and/or interaction. When discussing if there should be a content as well as a method in the cultural dimension of foreign language teaching, Byram (1997) gave three simple examples of intercultural communication:

between people of different languages and countries where one is a native speaker of the language used; between people of different languages and countries where the language used is a lingua franca; and between people of the same country but different languages, one of whom is a native speaker of the language used (p. 22).

Deardorff (2006) worked with intercultural scholars in an attempt to define and list the elements that comprise intercultural competence. Deardorff (2006) defined intercultural competence as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions” (p.243). This author emphasized that the development of intercultural competence is a never-ending process, being language a crucial factor to its development. A framework of intercultural competence was created to guide efforts and ensure a more integrated approach. The framework is comprised by: attitudes (respect, openness, curiosity); knowledge (cultural self-awareness, understanding and knowledge of culture, culture-specific information, sociolinguistic awareness; skills (listen, observe, interpret, analyze, evaluate, relate); internal outcomes (adaptability, flexibility, ethnorelative view, empathy); and external outcomes (behaving and communicating effectively and appropriately).

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López-Rocha (2016) stated that for students to develop it, intercultural communicative competence has to be part of the curriculum. Fanitni (2005) affirmed that an excellent opportunity to develop intercultural competence is intercultural contact between two language speakers, leading to a sociocultural perspective. Social interaction is vital for the development of interculturality, since it relies on mediation as a main process on learning. Thus, it can be approached from Vygotsky's sociocultural theory. Van Patten, & Benati, (2015) stated, “the development of human cognitive functions derives from social interactions and that through participation in social activities individuals are drawn into the use of these functions” ( p. 81). Language is a socially mediated process; therefore, it should be learned in a social context. Lev Vygotsky provided a foundation for second language acquisition research through his analysis of the internal system of meaning created through mediated social interaction (Mahn, 2012). According to sociocultural theory (Vygotsky, 1978), knowledge is acquired in relationships with others and the world, before it is internalized. A 21st century educational application of Vygotsky's sociocultural theories on foreign language teaching would take into account these social interactions, allowing students to learn with and from people worldwide through a mediation process in an authentic learning environment. As stated by Bonk & Khoo (2014), nowadays, technology tools can foster new forms of Vygotsky's recognized scaffolded instruction.

A traditional classroom setting is no longer effective; there is a requirement for collaboration, creativity, and diversity. The role of teachers has changed from knowledge transmitter to mediator of learning. Teachers have to create an appropriate learning environment to keep students engaged and motivated. In the past, the definition of learning environments was somehow limited to a physical setting; this has certainly changed. Today, definitions of learning

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environments range from a physical setting, a learning task, a psychosocial climate to a virtual space. In agreement with Misra (2012), there is a need to implement innovative approaches, methods and technology as an instructional tool in today's education. However, the applied linguist Kumaravadivelu (2012) has argued that the methods applied in language education are based on idealized contexts. According to him, there is no best method, the search for it will only lead to recycle same old ideas. Teachers should take an active role, learn from their experiences, and adapt their practices to each particular educational context. Under this post-method perspective, Kumaravadivelu (1994) attributes globalization, cross-cultural contacts, and changes in geopolitical forces as some of the factors that are demanding to offer a new perspective on language teaching.

### **Experiential Learning**

Once reviewing the evolution of the theory in foreign language teaching, from antiquity to a postmethod era, focus will be given to experiential learning in foreign language teaching, since learning relies on experience itself. Based on *Experiential Learning in Foreign Language Education* (Kohonen, Jaatinen, Kaikkonen and Lehtovaar, 2001), experiential learning pioneers were the following three researchers: Dewey (1938), Lewin (1951) and Kolb (1984). Dewey's progressive pedagogy emphasized the importance of learning by doing. For him, experience was the focus of learning. Dewey has the useful concept of educational experience: learning in a particular situation becomes an instrument for the following, through the principles of continuity and interaction (Kohonen, Jaatinen, Kaikkonen and Lehtovaar, 2001). Lewin's research has been very influential in experiential learning theory. He discovered that learning is best facilitated when immediate concrete experience meets analysis and reflection (Kohonen, Jaatinen, Kaikkonen and Lehtovaar, 2001). Just as Dewey, for Lewin, experience was the focal

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point for learning. Lewin (1951) proposed a basic model of experiential learning: concrete experiences, observations and reflections, formation of abstract concepts, testing implications of concepts in new situations. Lewin (1951) is known for his quote, “there is nothing as practical as a good theory” (p.169), noting the importance of a balance between observation and action. Kolb (1984), inspired in Piaget’s work on developmental psychology, focused on how intelligence is shaped by experience, as it is a result of the interaction between the child and the environment. Kolb (1984) elaborated Lewin’s model of experiential learning (Kohonen, Jaatinen, Kaikkonen and Lehtovaar, 2001). However, experience itself without analysis or reflection is not enough for learning to take place. For successful learning, the individual should integrate concrete experience, reflective observation, abstract conceptualization and active experimentation. These four modes are known as Kolb Learning Cycle (Kolb, 1984), defining experiential learning as the process whereby knowledge is created through the transformation of experience.

According to Mollaei and Rahnama (2012), experience based, project-based, and task-based learning could become experiential learning opportunities when reflection added.

Experiential learning provides new perspectives when redesigning foreign language education.

Kohonen (2001) proposes a theoretical framework of experiential foreign language education including the following elements:

- (1) language teaching as learner education, with reference to the essential concepts of awareness, autonomy and authenticity;
- (2) evaluation as a shift towards authentic assessment;
- (3) coherence through the teacher's professional growth; and
- (4) coherence through the development of a collegial institutional culture and the relationships between the school and society at large. These developments are interdependent, and together they

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constitute the powerful concept of coherence in experiential foreign language education.

(p.5)

Knutson (2003) saw as an opportunity of experiential learning when students worked together on a specific task, rather than just focusing on the knowledge of the target language. He considers experiential methodology as a potential benefit for second language acquisition in terms of motivation, investment, and cultural understanding. He proposes a theoretical foundation for incorporating experiential phases into ESL classrooms: exposure phase, participation phase, internalization phase, dissemination phase. Experiential learning implications are extremely relevant in SLA. A language-learner does not learn in isolation; language learning is social (Knutson, 2003). However, this author described some challenges that might rise in the design and development of experiences. As Krashen's (1985)  $i+1$  model, the experience involved might be more linguistically demanding than the students' proficiency level, excess use of mother tongue when carrying out the project, students disliking group work and standardized tests, among others. Kohonen, Jaatinen, Kaikkonen and Lehtovaar (2001) stated:

Foreign language education thus needs to move in the direction of experiential learning, learning which involves the individual's unique personal experience. Intercultural learning relates to experiential learning in various ways, notably because the experiences we have are related to other culture(s) and represent culture-based learning (p.64).

By providing students with 21<sup>st</sup> century experiential learning activities, designed in real-world scenarios, learners will have the opportunity to interact with and learn from peers from all around the world enhancing language learning and intercultural competence.



### **Education and Technology Evolution**

Education and technology have evolved similarly. Bonk (2016) affirmed that we are living in different times, leading to a revolution in education because of the development of web technologies. To him, education is now open, global and highly collaborative. Bonk (2016) sees learning today as “more visual, blended, game-based, immersive, digital, comfortable, modifiable, and personal” (p.7). Fifteen years ago, Dede (2005) saw how universities could prosper by using modern technologies as an instructional tool to match the neomillennial- as he coined- learning styles. According to Dede (2005), these learning styles include: balance among experiential learning, guided mentoring and collective reflection; fluency in multiple media and in simulation-based virtual settings; communal learning involving diverse, tacit, situated experience; co-design of learning experiences personalized to individual needs and preference; among others. When tracking change in education, Salmon (2019) considered the development of the World Wide Web, which started off as transmissive (1.0), then social (2.0), semantic (3.0), symbiotic (4.0); being the big change not technology itself but the way it is used. Salmon (2019) focused on this parallel development as a timeline.

### ***Education 1.0***

Education 1.0 is commonly described as a one-way transmission process, where students attend a specific physical place, receive information through a lecture, enhanced with handouts, textbooks, class notes, videos and just recently the World Wide Web. In higher education 1.0, students have a passive role, consuming information and resources transmitted to them, and are assessed typically by exams (Salmon, 2017). For Keats and Schmidt (2007), in education 1.0, students are largely consumers of information, undertaking most of the activities in isolation and rarely contributing to the resources that they consume. As a digital learner innovator, Salmon

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(2017) observed, around 23 years ago, the attempt to improve face-to-face instruction with the Web with the introduction of virtual learning environments or learning management systems. However, they were still used essentially to transmit content (Salmon, 2017). As described by Bonk (2009), students did not use technology to manipulate, test ideas or collaborate with others. Instead, teachers used it in class merely to demonstrate, show and explain information. According to Bonk (2009), during the 90s, educational activities bloomed beyond the physical settings of the institution, resulting in the crystallization of ideas related to using technology. Nevertheless, sharing was primarily limited through writing, such as sharing of papers, opinions and ideas via forums and emails across locations.

### ***Education 2.0***

Education 2.0 developed when Web 2.0 was used to enhance education 1.0. The term Web 2.0 became known in 2004, when Tim O'Reilly used it to describe the emerging changes. Web 2.0 was also referred to as the read and write Web, because it allows two-way communication and content creation, leading to more social interaction and networking (Keats & Schmidt, 2007). Web 2.0 allowed users collaborate, to create and to contribute back with different media such as blogs and podcasts. However, as reported by Keats & Schmidt (2007), technologies are still used within the framework of Education 1.0. "The process of education itself is not transformed significantly although the groundwork for broader transformation is being laid down" (Keats & Schmidt, 2007, para.7).

Salmon (2017) recognized that Web 2.0 promoted user-generated-content in virtual communities, promoting freedom of speech. All kinds of new platforms were developed: blogs, wikis, sharing sites, journals, e-portfolios, music, images, video, widgets, social networks, instant messenger, open educational resources, online maps, videoconference

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tools, among others. Students nature and expectations started to shift, therefore, education started to take advantage of Web 2.0 to enhance traditional education (Salmon, 2019). MOOCs, flipped classroom and blended learning became popular, moving information transfer out of the limited physical school setting (Salmon, 2019). Referring to Bonk (2009), user sharing, contributing and participation were Web 2.0 norm standards. Bonk (2009) remarked that Web 2.0 allows access to authentic real-world learning interaction and collaboration.

### ***Education 3.0***

Education 3.0 allows cross-institutional and cross-cultural educational opportunities (Keats & Schmidt, 2007). Learners are now creators of knowledge artifacts that; social media immediateness has an important role (Keats & Schmidt, 2007). Salmon (2017) emphasized that the Web has a significant influence in the way people are, think and act. Therefore, education has to change to address the challenges presented. Tim Berners-Lee used described the Semantic Web as an extension to the WorldWide Web which provided a common framework for sharing and reusing data across applications (Hall & O'Hara, 2009). According to Bonk (2016), this is the age of Education 3.0, where learners now create content and products by using digital media. Educators now promote learner autonomy (Keats & Schmidt, 2007). Education 3.0 provides access to greater resources and a greater openness surrounding learning experiences, in comparison with the limited physical settings of previous centuries of learning (Bonk, 2016). Education 3.0 “is a bold pronouncement that the learning age we are living in is a very different place from anything ever experienced on this planet” (Bonk, 2016, p.8). Referring to Salmon (2019), the Internet and mobile devices allow Web 3.0 available at any time. Transmission of knowledge alone is insufficient due to the fact that higher education institutions now are not the only source of learning (Salmon, 2019). Keats and Schmidt, (2007) emphasized that “leaders in

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educational institutions need to be aware of what is happening, the speed of evolution, and understand how to shape their institutional participation in the future now” (p.2).

### ***Education 4.0***

Web 4.0 seems to lead to an awakening of education 4.0. The symbiosis between artificial and human intelligences is currently developing (Salmon, 2019). This development will eventually influence the evolution of education, so as the past stated did. Bonk (2016) summarized all these changes into three: technologies for engagement, technologies for pervasive access, and technologies for the personalization and customization of learning.

### ***Education 5.0***

Education 5.0 is described by Hassan (2018) as one which “nurtures thinking learners who are agents of their own learning”. Hassan (2018) describes that a meaningful learning experience today, involves “learning anywhere, anytime, from any device, with and from anyone through any path”. This is possible with all the resources available online which allow new methodologies as blended learning to be applied. Regarding learning environments, elements such as smart classrooms, data analytics lab, learning management systems, alternative assessments and assessment on demand allow students to learn from the experts in the field, learn with and from peers all around the world in global communities and workplaces (Hassan, 2018).

### **Teacher expertise**

Just as education has changed because of the evolution of new technologies, so have the principles of teaching instruction. In past few years, “learning has become increasingly collaborative, global, mobile, flipped, modifiable, open, online, blended, massive, visually-based, hands-on, ubiquitous, instantaneous, on-demand, adaptive, and personal” (Bonk, 2016).

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These changes might not be easy to take in by instructors. As described by Dede (2005), this shift will become a huge challenge for many faculty; professional development will be needed to continue an effective teaching praxis. Dede (2005) stated that in order to meet students' needs, higher education institutions should reinvest in all areas from faculty research to infrastructure to achieve their mission.

The role of the instructor has been transformed, and it is different in every phase of education. Instructors should no longer be transmitting or delivering content to students. Bonk (2016) stated “the traditional reception models of learning have given way to notions of instructor as concierge, cultivator, consultant, counsellor, and curator of knowledge. These new roles take precedence over the more mindless and rule-following past” (p.8). According to Bedir (2019), there is a need for teachers' professional development to improve the students' learning outcomes, “since the skills students need to learn in preparation for further education are more sophisticated in this century” (p. 828). Shafie, Faizah & Izaham (2019) emphasized that teachers' role has changed since they are no longer required to cover core objects, but they have to develop 21<sup>st</sup> century skills among their students. However, Shafie, Faizah & Izaham (2019) remarked teachers need to be trained on how to incorporate 21<sup>st</sup> century skills into their praxis, especially when integrating technology as an instructional tool; “teachers can no longer solely depend on the chalk and talk method of teaching in the classroom” (p.25). It seems logical that to ensure the development of 21<sup>st</sup> century skills, teachers should be competent in these. As stated by Bonk (2016), new teaching roles should follow the principles of nontraditional learning, flexibility, convenience, and options, of sharing, and meaningfulness.

This chapter explores how globalization, 21<sup>st</sup> century skills, experiential learning, education and technology have a strong influence in foreign language teaching-learning process.

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The advent of globalization has brought with it changes in all fields, including foreign language education. Both, facilitators and learners, have to adapt to this continual change. Adaptation implies redesigning learning experiences which develop 21<sup>st</sup> century skills, being interculturality one of them, and using technology as a core component in the process. The following chapter will focus on the methodology used in the present study to examine the current experiential learning strategies applied in English as foreign language classes at a university language center, teachers' competence when developing interculturality among their students, and the professional development training that they have to keep up with the challenges of today's world education.

### **Methodology**

An qualitative action-research study design was used to gain an understanding of the experiential learning strategies applied in the English Language Department courses, the challenges faced when developing interculturality among their students and EFL teacher's 21<sup>st</sup> century teaching skills applied in class. As described by Dickens, Linda and Watkins (1999), action-research is a systematic inquiry about group and organizational phenomena. In the education field, it is conducted by teacher researchers, school administrators, principals or other education professionals. It is considered a cyclical process since it invites to reflection and further action after being carried out. According to Somekh and Lewin, "rather than being a linear process of producing knowledge which is later applied to practice settings, action research integrates the development of practice with the construction of research knowledge in a cyclical process" (p.89). Due to the purpose of this study, I felt an action-research study was an appropriate methodological approach.

The rationale for selecting an action-research methodology was that action-research brings both professional and personal development for English language teachers, promoting a self-reflective, critical and systematic approach on exploring teaching praxis (Burns,2010). Burns (2010) stated that "the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice" (p.2). The aim is to carry out a reflective process to give solution to a particular problem identified in the teaching-learning practice following the next steps: planning, action, observation and reflection. As explained by Burns (2010), action research is a valuable way to gain more understanding of our teaching praxis.

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### **Research site**

The study was conducted in the English language department of a language center of a state university in Mexico. To ensure confidentiality, the real name of the university and the language center will not be mentioned.

The university's vision "has set as priority the promotion and consolidation of internationalization processes through creative and innovative strategies that strengthen it as a world-class educational institution" (UANL, 2020, para.3). In the last decade, an internationalization center was created, providing a space for students, scholars and researchers to establish and strengthen their ties with foreign institutions and organizations, promoting the development of collaborative research projects, as well as double degree programs. Hence, foreign language proficiency is needed to have a successful academic exchange. This led to the creation of the language center where this study will take place. Undergraduates and graduate students as well as the state community who are interested in developing communicative competence in the different foreign languages may enroll. One of the objectives of the language center is to promote global peaceful communication and the internationalization of the state university.

### **Participant selection**

The purpose of this research is to develop a professional development course on globally networked learning environments. All the teachers of the English Language Department were purposely selected because it allowed us to collect data on the experiential learning strategies, the challenges faced when developing interculturality and teacher's 21<sup>st</sup> century teaching skills of the English Language Department at this language center. All of the EFL teachers were invited to take the surveys. It is important to mention that I am a teacher of this language center.



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However, I did not participate in the surveys. To ensure protection of human participants, the Headmaster of the language center reviewed and approved this study proposal before data were collected.

Two data collection surveys were implemented online on November 27, 2020. It should be noted that, prior to the administration of these surveys, I provided a brief description of this study consent form via email, which included a brief description of the study. The email included the two links to the surveys created in Mentimeter.com. The chart developed by Sekar (2019) comparing traditional versus experiential learning was adapted along with the challenges of raising intercultural competence in EFL teaching survey developed by Quyen (2017), merging into one. The objective was to analyze if participants tended towards traditional teaching or experiential learning, as well as to identify if their skills when raising intercultural competence were limited or extensive, to be able to identify the challenges that may be present in their teaching context. The second survey analyzed how confident EFL teachers felt regarding 21<sup>st</sup> century teaching skills following Ramirez (2020) list on Competencies for 21<sup>st</sup> Century Teachers. The objective was to analyze how confident teachers feel when applying 21<sup>st</sup> century teaching skills in their praxis.

### **Data collection instruments**

The first survey contained 15 items. The instructions of both instruments stated to answer the surveys based on the participants English teaching context at the research site. The statements were randomly ordered throughout the survey. Each item showed a trend in a distinct element, regarding traditional vs experiential learning or intercultural competence challenges, this allowed to gain an insight of which aspects to include in the professional development course. The second survey analyzed how confident EFL teachers felt regarding 21<sup>st</sup> century

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teaching skills following Ramirez (2020) Competencies for 21<sup>st</sup> Century Teachers. As stated by Joshi, Kale, Chandel, & Pal (2015), “sometimes the primary interest of the researcher is not to synthesize the stance of the participants per se but to capture feelings, actions and pragmatic opinion of the participants about mutually exclusive issues around phenomenon under study” (p.398). Due to the objective of this research, the survey was formulated using a Likert symmetric scale format of 5 points : “Not confident at all” to “Extremely confident”. Results of this survey showed in which aspects do teachers need the most training on. The professional version of Mentimeter.com was employed as a digital tool to collect data, due to its efficacy and cost-effectiveness.

### Data results

Chart 1 describes the results of survey 1 collected on Nov 28, 2020 via Mentimeter.com. On the right column, the trend was identified after analyzing the data. A total of 12 participants answered the survey.

#### Chart 1:

*Survey 1: Traditional vs Experiential and Challenges of Raising Intercultural Competence*

Item	Traditional vs Experiential Learning		Result	Trend identified
	Traditional Teaching	Experiential Learning		
What matters the most?	Teachers, their lecture and theories	Learners & learning by doing	4.1	Experiential
What types of materials do you use in class?	Fixed textbooks & prescribed top-to-bottom	Study materials are flexible & open-ended	4	Experiential
What is the aim of your course?	Scoring marks & grade	Discovering inner potentials for communication and achievement	3.6	Experiential
Skills, knowledge and feelings are Language knowledge and acquisition is:	Transferred from teacher	Developed through reflection on experience	3.9	Experiential
	Structured	Unstructured	2.5	Both

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Item	Challenges of raising intercultural competence		Result	Trend identified
	Limited	Extensive		
Your knowledge of Intercultural competence in ELT is:	Limited	Extensive	3.8	Extensive
The time to integrate intercultural competence in each class is:	Limited	Extensive	2.9	Regular
The content of intercultural competence in teaching curriculum is:	Limited	Extensive	3.5	Extensive
The guidance of integrating intercultural competence in ELT is:	Limited	Extensive	2.7	Regular
Religion and social issues influence the integration of intercultural competence in ELT is:	Limited	Extensive	3.0	Extensive
Information Technology support in ELT is:	Limited	Extensive	3.4	Extensive
Intercultural competence training is:	Limited	Extensive	2.7	Regular
Foreign environments for communication are:	Limited	Extensive	3.3	Extensive
Students interest of cultural topics is:	Limited	Extensive	3.6	Extensive

Chart 2 describes the results of survey 2 collected on Nov 28, 2020 via Mentimeter.com.

A total of 11 participants answered the survey.

### Chart 2:

#### *Survey 2: Competencies for 21st Century Teachers*

Item	Result	Trend identified
Organizing and implement learning situations	4.1	Very confident
Managing the learning progress	4.2	Very confident
Practicing strategies of inclusion	4.3	Very confident
Involving students in their learning and work	4.1	Very confident
Working in teams	4.1	Very confident
Participating in school management	3.9	Very confident
Learning and apply new technologies	4.5	Extremely confident
Facing duties and ethical dilemmas of the profession	4.1	Very confident
Training continuously	4.1	Very confident

### **Data Analysis and Interpretation**

Chart 1 shows information about regarding traditional teaching vs experiential learning strategies or intercultural competence challenges applied by English language professors at the language center. The first 5 items focused on traditional teaching vs experiential learning and the rest of the items tell us about the challenges when raising intercultural competence. According to teachers' perceptions, it is clear that experiential learning predominates. Regarding the challenges when raising intercultural competence, it seems to be some guidance and training for integrating intercultural competence in English language teaching as well as intercultural competence training. However, there seems to be not an extensive amount of time to integrate intercultural competence activities in the courses. Chart 2 describes how confident participants feel regarding competencies for 21st century teachers. Encouragingly, it is shown that participants feel confident concerning all of the competencies for 21st century teachers, as described by Ramirez (2020).

### **Action Hypothesis**

As stated by Latorre (2015) the researcher should design an action plan to improve the professional context of the research site. He describes the action plan as a strategy designed to be implemented and to observe its effects. According to Latorre (2015), an action hypothesis is essential in this process, and it's considered as a possible solution to the problem. The action hypothesis of this research is the following: Professional development training at the research site is needed to address the challenge of integrating intercultural competence into the English language courses. Since teachers shared that there is not an extensive amount of time, it is wise to use both synchronous and asynchronous tools for their training.

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### Teaching Proposal

The following form was provided by the Master's Degree in Applied Linguistics Committee as a form to be used to describe the research action plan. The research action plan was implemented on April 20, 2021. An invitation to the session was extended to all the English language teachers of the research site. Participation was voluntary.

Title	Globally Networked Learning Environments as a Means to Develop Intercultural Competence in an English as a Foreign Language Course
Presentation	<p>The following proposal is part of an action-research project carried out while studying the Master's Degree Program in Applied Linguistics as Universidad Autónoma de Nuevo León.</p> <p>The objective of this proposal is to promote the integration of intercultural competence (IC) in English courses through globally networked learning environments, which promote experiential learning, 21<sup>st</sup> century skills and the use of technology as an instructional tool.</p> <p>In order to do so, a professional development course on globally networked learning environments has been specifically designed to be shared with the English Language Department at Centro de Estudios y Certificación de Lenguas Extranjeras at Univesidad Autónoma de Nuevo León.</p> <p>Authors: Lic. Diana Gabriela Zamudio Troncoso diana.zamudiotcs@uanl.edu.mx Dra. Ma. Guadalupe Rodríguez Bulnes lupira@gmail.com Dr. Rubén Suárez Escalona ruben.suarezes@uanl.edu.mx</p>
Objectives	<p>To promote the integration of intercultural competence in English as Foreign Language courses through globally networked learning environments</p> <p>Specific objectives: Promote experiential learning strategies Develop 21st century skills Implementation technology as an instructional tool</p>
Content	<p>Description:</p> <p>This professional development course has been designed using both synchronous (Zoom) and asynchronous tools (Schoolology).</p>

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	<p>Part 1: Synchronous session</p> <p>The first part of this training will be conducted via Zoom. Session will last 2 hours and participation is voluntary. During this session, we will discuss:</p> <p>Presentation of the course</p> <p>Background study</p> <p>Objectives</p> <p>Introduction to Schoology</p> <p>Website: <a href="https://app.schoology.com/login">https://app.schoology.com/login</a></p> <p>Access code: JMK9-C7TW-Q983H</p> <p>Presentation of the 6 Modules and their follow-up activities:</p> <p>Intercultural competence</p> <p>Globally Networked Learning Environments</p> <p>Technologies for Virtual Exchange</p> <p>Global Collaboration</p> <p>Steps to Get Started</p> <p>Feedback</p> <p>Defining intercultural competence</p> <p>Current intercultural competence classroom practices</p> <p>Intercultural competence brief literature review</p> <p>Globally networked learning environments as means to develop IC</p> <p>Conclusion</p> <p>Questions &amp; Answers</p> <p>Part 2: Asynchronous session</p> <p>Once having an insight of each of the modules, as well as the follow-up activities, trainees will be able to go through each of them at their own pace. Access to the platform will be granted for the following 4 months. Once completing the modules along with their activities, trainees will be able to integrate intercultural competence in their courses through globally networked learning environments.</p>
Skills	<p>Development of intercultural awareness:</p> <p>The CEFR describes knowledge, awareness and understanding of the relation and diversity between L1 world and the target language community world as cultural as intercultural awareness. (Council of Europe, 2001).</p> <p>Regarding intercultural skills and know-how, the CEFR lists: the ability to bring the culture of origin and the foreign culture into relation with each other, cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures, the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations, and the ability to overcome stereotypes relationships (Council of Europe, 2001).</p>

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	<p>Reflection on experiential learning:          Experiential learning implications are extremely relevant in second language acquisition. A language-learner does not learn in isolation; language learning is social (Knutson, 2003). He saw as an opportunity of experiential learning when students worked together on a specific task, rather than just focusing on the knowledge of the target language. He considers experiential methodology as a potential benefit for second language acquisition in terms of motivation, investment, and cultural understanding.</p> <p>Development of 21<sup>st</sup> Century Skills:          Partnership for 21st Century Skills (2006) are: creativity (think creatively, work creatively with others, implement innovations), critical thinking (reason effectively, use systems thinking, make judgements and decisions, solve problems), communication (communicate clearly, communicate effectively in diverse environments including multilingual) and collaboration (collaborate with others) and they could be considered as today's essential skills. Within the ability to collaborate, social and cross-cultural skills and intercultural competence to collaborate in development of innovation are imperative.</p> <p>Implementation of technology as an instructional tool:          In past few years, "learning has become increasingly collaborative, global, mobile, flipped, modifiable, open, online, blended, massive, visually-based, hands-on, ubiquitous, instantaneous, on-demand, adaptive, and personal" (Bonk, 2016).</p> <p>These changes might not be easy to take in by instructors. As described by Dede (2005), this shift will become a huge challenge for many faculty; professional development will be needed to continue an effective teaching praxis.</p>
Activities	<p><u>Activity 1: Registration in Schoology</u>          Schoology Registration          In order to be able to access the online course you must create a profile in Schoology.          Step 1: <a href="https://www.schoology.com/">https://www.schoology.com/</a> Click in sign up.          Step 2: Sign up as a student.          Step 3: Enter the following access code: JMK9-C7TW-Q983H          Step 4: Write your personal information.          Step 5: Click on close.          Step 6: Go to courses.          Step 7: Choose PIA MLAELEX UANL          Step 8: Click on PIA MLAELEX UANL. The list of modules will be displayed.</p> <p><u>Activity 2: Definition of intercultural competence</u>          Trainees will be invited to define in their own words: intercultural competence.</p>

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	<p>A link of Padlet will be given to share their definitions. After discussing trainee’s definitions, a brief summary of the literature review on intercultural competence will be shared.</p> <p><u>Activity 3: Current intercultural competence classroom practices reference</u></p> <p>A survey will be carried out via Mentimeter.com (<a href="https://www.menti.com/4mkq6jh7rx">https://www.menti.com/4mkq6jh7rx</a>) with the following items:</p> <table><tr><th colspan="4">Classroom practicing focusing on culture teaching</th></tr><tr><th>Classroom practices</th><th>Never</th><th>Sometimes</th><th>Always</th></tr><tr><td>1. I share what I hear/read about foreign cultures with my students</td><td></td><td></td><td></td></tr><tr><td>2. I ask my students to do some research about foreign cultures</td><td></td><td></td><td></td></tr><tr><td>3. We watch CDs/movies about foreign cultures in my classes</td><td></td><td></td><td></td></tr><tr><td>4. I ask my students to talk about living in a foreign culture</td><td></td><td></td><td></td></tr><tr><td>5. I talk about my own experiences with foreign cultures</td><td></td><td></td><td></td></tr><tr><td>6. I invite people with having lived abroad to the classroom</td><td></td><td></td><td></td></tr><tr><td>7. I ask my students to talk about their own culture in the foreign language</td><td></td><td></td><td></td></tr><tr><td>8. I put pictures about foreign cultures on the classroom walls</td><td></td><td></td><td></td></tr><tr><td>9. I ask my students to participate in pair work activities with students from foreign cultures</td><td></td><td></td><td></td></tr><tr><td>10. I discuss the prejudices towards the foreign culture with my students</td><td></td><td></td><td></td></tr></table> <p>Retrieved from: <a href="https://dergipark.org.tr/tr/download/article-file/92286">https://dergipark.org.tr/tr/download/article-file/92286</a></p> <p>Results will lead to a class discussion. Trainees will be introduces to globally networked learning environments as means to develop intercultural competence in their English courses.</p> <p><u>Activity 4: Reflections</u></p> <p>Trainees will be invited to share their conclusions and reflections of this 2 hours session. A form based on Gibbs (1988) Reflective cycle will be shared.</p>	Classroom practicing focusing on culture teaching				Classroom practices	Never	Sometimes	Always	1. I share what I hear/read about foreign cultures with my students				2. I ask my students to do some research about foreign cultures				3. We watch CDs/movies about foreign cultures in my classes				4. I ask my students to talk about living in a foreign culture				5. I talk about my own experiences with foreign cultures				6. I invite people with having lived abroad to the classroom				7. I ask my students to talk about their own culture in the foreign language				8. I put pictures about foreign cultures on the classroom walls				9. I ask my students to participate in pair work activities with students from foreign cultures				10. I discuss the prejudices towards the foreign culture with my students			
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Evaluation /Evidence for further reflection	<p>Portfolio:</p> <p>Activity 1: List of trainees registered in Schoology</p> <p>Activity 2: Padlet pdf file of the definitions of intercultural competence</p> <p>Activity 3: Mentimeter.com results pdf file</p> <p>Activity 4: Reflections</p>																																																
References	<p>Proposal:</p> <p>Bonk, C. (2016). Keynote: What is the State of E-learning? Reflections on 30 Ways Learning is Changing. <i>Journal of Open, Flexible and Distance Learning</i>, 20(2), 6–20, <a href="http://jofdl.nz/index.php/JOFDL/article/viewFile/300/205">http://jofdl.nz/index.php/JOFDL/article/viewFile/300/205</a></p>																																																



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## Conclusions

It has been both professional and personal enriching to reflect upon the action-research process carried out during the past 4 semesters of the Master's Degree Program in Applied Linguistics at UANL. As Burns (2010) explained, action-research brings both professional and

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personal development for English language teachers, promoting a self-reflective, critical and systematic approach. The main goal of an action research plan is to intervene in an innovative way to improve the teaching praxis.

In order to write about the conclusions of this study, when addressing the research questions, participants stated that experiential learning strategies Sekar (2019) such as learning by doing, using of flexible and open-ended materials, discovering inner potentials for communication, developing skills, knowledge and feeling through reflection on experience are currently developed in the research site. Inquiring about the challenges when raising intercultural competence by Quyen (2017), participants shared there is not enough guidance, training and time for integrating intercultural competence in English language teaching. Participants also expressed that they feel very confident regarding 21<sup>st</sup> century teaching skills (Ramirez, 2020). As to the last research question, it is concluded that a viable strategy to update ELF teachers' praxis regarding experiential learning, intercultural competence and 21st century skills could be the design and implementation of globally networked learning environments, which are defined as partnerships that encourage students to collaborate with and learn about students in classrooms elsewhere on the planet (Bégin-Caouette, 2013).

Life in a pandemic has revolutionized face-to-face education. A year ago, most education was limited to a physical context relying on technology and the World Wide Web only to have access to information. After a year in lockdown, education has shifted towards 5.0 societies, where humans are not only the center of innovation and technological transformation, but also of mutual understanding and global cooperation towards common goals. There is a need for collaboration, creativity, diversity and new learning environments. Globally networked learning environments offer experiential learning experiences to students, foster 21<sup>st</sup> century skills

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(Swartz, Barbosa, and Crawford, 2020), develop intercultural competence (Starke-Meyerring, 2007) and promote the use technology as an instructional tool.

Therefore, a 6-module professional development course on globally networked learning environments was designed as an action plan to improve the professional context of the research site. The course included both synchronous and asynchronous activities. Module 1: Intercultural Competence, will introduce trainees to intercultural competence. Module 2: Globally Networked Learning Environments, will introduce GNLE as a strategy. Module 3: Technologies for Virtual Exchange, will describe the best synchronous and asynchronous tools to use in the design and implementation of GNLE. Module 4: Global Collaboration, will provide multiple examples of successful GNLE and partnerships around the globe. Module 5: Steps to Get Started will summarize the 10 simple steps on how to implement GNLE. Module 6: Feedback, will describe how to evaluate the GNLE and will provide a space to share inquiries, content and successful GNLE stories.

The introduction to the course was shared in the training session held on April 20, 2021, following the teaching proposal previously described. The objective of the session was to provide a brief insight into Module 1, which promotes the integration of intercultural competence in English as a Foreign Language courses through globally networked learning environments. Reflecting on the activities carried out during this session, it is concluded that English language teachers at the research site were familiarized with the use of technology as well as with the definition of intercultural competence and its incorporation within their teaching praxis. However, it seems they follow traditional practices limited to physical classroom settings. Participants stated they always share what they hear or read about foreign cultures, talk about teacher's and student's own experiences with foreign cultures. Participants mentioned that they

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sometimes ask students to do some research about foreign cultures, watch foreign movies, ask students to talk about living in a foreign culture and as well as to describe their own culture in the foreign language. Most of the participants also shared that they have not invited people who have lived abroad to the classroom, being this an innovative activity to be developed in a globally networked learning environment.

Following the model proposed by Gibbs (1988), participants shared their feelings, evaluation, analysis, conclusions and action plan as the last reflective activity of the session. In general, participants expressed positive feelings about the proposal. They described their worries about requiring a lot of work, effort, time and the fact that they will face multiple challenges such as administrative processes and the use of new technology. However, they also remarked their will to learn more about GNLE. Participants stated that this interest in innovating their praxis by designing and implementing GNLE was due to the fact that they promote the use of technology, increase their teaching skills and develop cultural awareness. It was emphasized how GNLE will benefit their learners, by enriching their learning process making the classes more interesting and dynamic. By pairing up their learners with students from all around the world, it was described that students will learn from different perspectives and will give language a function in a real world context. Participants stated GNLE fit our current virtual learning situation. Overall, participants shared their enthusiasm to apply globally networked learning environments to improve their teaching praxis and their students learning experience, embracing their worries and the challenges implied as an opportunity for professional development.

As previously mentioned, a traditional classroom setting is no longer effective. Following Kumaravadivelu (1994) views, teachers should take an active role, learn from their experiences, and adapt their practices to each particular educational context. He attributes globalization,

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cross-cultural contacts, and changes in geopolitical forces as some of the factors that are demanding to offer a new perspective on language teaching. The role of teachers has changed from knowledge transmitter to mediator of learning. Teachers have to create a transformative learning environment to promote meaningful learning and to develop students with a global mindset who will become agents of their own learning (Said, 2018). The professional development course on globally networked learning environments offers an alternative to implement a redesign in foreign language learning environments. It is a 6-module guide that will lead English language teachers into a process of reflection of the current praxis and the creation of an action plan to design and implement GNLEs in their courses to develop experiential learning, intercultural competence and 21st century skills.

This study intends to be a contribution to the state of knowledge related to EFL action-research in Mexico. As described by Dickens, Linda and Watkins (1999), action-research is considered a cyclical process since it invites to reflection and further action after being carried out. Through the chapters of this study, we described the planning, action, observation and reflection steps promoting a self-reflective, critical and systematic approach on exploring teaching praxis, as proposed by Burns (2010). Currently ongoing research carried out at UANL (directed by Dr. Escalona, co-advisor of this study) about immersive virtual environments to improve linguistic skills considered some of the ideas presented in this research about the importance of including cultural aspects in these environments. It is hoped this study provides a valuable input to action-research in foreign language teaching for teachers to be able to gain more understanding of their teaching and research praxis. It can be said that action research is a powerful tool in an educational context. It empowers teachers by enabling them to have both

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distinctive roles of researcher and agent of social change. Through the implementation of an innovation, a teacher can transform an entire learning community.

### **Limitations of the study**

The study was purposely designed in order to comply with the guidelines and specifications given by the MA in Applied Linguistics committee at UANL, following an action-research methodology. Due to the fact that it was designed to comply with these guidelines, there are spatial and temporal limitations. There was a small number of participants because of the number of English as foreign language teachers at the research site. It would be interesting to extrapolate the research in a broader population in a longitudinal study.

### **Directions for further research**

Further planning, action, observation and reflection is required for this study, which will possibly include the description of the implementation of GNLEs by the teachers in the English Language Department of the research site. Future quantitative or phenomenological research could be carried out. It might be necessary to study the depth understanding of the concepts of experiential learning and intercultural competence, as well as to observe how superficially these are addressed in the English language courses. It is also important to analyze teachers' self-perceptions of their praxis as well as the use of technology, age might be an important variable to consider. Collaborating with psychologists to carry out a broader study will definitely enrich this research.

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# GLOBALLY NETWORKED LEARNING ENVIRONMENTS

## Appendices

### Data collection Plan

A Professional Development Course on Globally Networked Learning Environments

Research questions	Theories/Authors	Instruments	Participants
Which experiential learning strategies are developed by teachers in an English as a Foreign Language course?	Experiential learning (Sekar,2019)	Survey 1: Traditional Learning vs. Experiential Learning p. 7	English as a Foreign Language teachers at a language center of a state university in the north of Mexico
What are the challenges that teachers face when developing intercultural competence in an English as a Foreign Language course?	Intercultural competence in EFL teaching (Quyen, 2017)	Survey 1: Figure 2. Challenges of Raising Intercultural Competence in EFL teaching	English as a Foreign Language teachers at a language center of a state university in the north of Mexico
Which skills do English as a Foreign Language teachers need training in, to update their teaching practice?	Competencies for 21 <sup>st</sup> Century Teachers (Ramirez, 2020)	Encuesta 2: <a href="https://observatorio.tec.mx/educ-bits-2/competencies-for-the-21st-century-teacher">https://observatorio.tec.mx/educ-bits-2/competencies-for-the-21st-century-teacher</a>	English as a Foreign Language teachers at a language center of a state university in the north of Mexico

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Survey 1

RQ1: Which experiential learning strategies are developed by teachers in an English as a Foreign Language course?

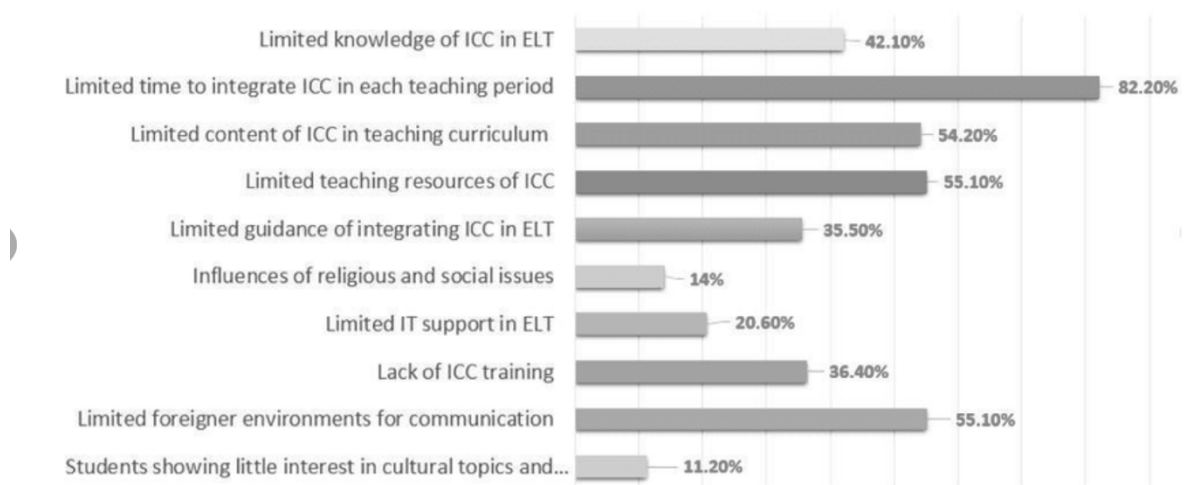
Experiential learning (Sekar,2019)

Traditional Teaching	Experiential Learning
Teachers, their lectures & theories mater	Learners, & learning by doing matter
Textbooks are fixed & prescribed top-to-bottom	Study materials are flexible & open-ended
Scoring marks & grade is the aim	Discovering inner potentials for communication & achievement
Skills/knowledge are transferred from teacher	Skills/knowledge/feelings are developed through reflection on experience
Delivery of knowledge is structured	Acquisition is unstructured with minimal teacher intervention & facilitation

### Survey 1

RQ2: What are the challenges that teachers face when developing intercultural competence in an English as a Foreign Language courses

Challenges of Raising Intercultural Competence in EFL teaching (Quyen, 2017)



Challenges of Raising Intercultural Competence in EFL Teaching

**Survey 2 Competencies for 21<sup>st</sup> Century Teachers (Ramirez, 2020) ITESM**

RQ3: Which skills do English as a Foreign Language teachers need training in, to update their teaching practice to 21<sup>st</sup> century skills?

Teachers shall:

1. **Organize and implement learning situations.** Must have the ability to engage the students in the participation or development of research that provides them with tools to cope with everyday situations.
2. **Manage the learning progress.** Implement strategies to manage the development of learning through problem situations that are part of the reality of each student.
3. **Practice strategies of inclusion.** Encourage collaborative work based on tolerance and respect for the integrity of others.
4. **Involve students in their learning and work.** Create strategies that involve students in developing the capacity for self-assessment of their knowledge to become aware of the progress they have made.
5. **Work in teams.** Have the ability to engage students in teamwork and take leadership so that they can work enthusiastically toward achieving its goals and objectives.
6. **Participate in school management.** Get involved in school management by developing management competencies, coordination, and organization of human resources to create an excellent institutional climate.
7. **Learn and apply new technologies.** Be able to use new technologies, incorporating current methods, using technical and educational skills.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

8. **Face duties and ethical dilemmas of the profession.** Face responsibilities and ethical dilemmas to cultivate communicative competency, that is, a person's ability to compose him/herself and communicate effectively and appropriately.
9. **Train continuously.** Have the ability to organize and promote one's continuous training to be continually competitive in a globalized world.



## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Survey 1: Adapted items

1. What matters the most?

Teachers, their lecture and theories / Learners & learning by doing

1. What types of materials do you use in class?

Fixed textbooks & prescribed top-to-bottom / Study materials are flexible & open-ended

2. What is the aim of your course?

Scoring marks & grade / Discovering inner potentials for communication and achievement

3. Skills, knowledge and feelings are \_\_\_\_\_

Transferred from teacher / Developed through reflection on experience

4. Language knowledge and acquisition is \_\_\_\_\_

Structured / Unstructured with minimal teacher intervention and facilitation

5. Your knowledge of Intercultural competence in ELT is \_\_\_\_\_

Limited / Extensive

6. The time to integrate intercultural competence in each class is

Limited / Extensive

7. The content of intercultural competence in teaching curriculum is

Limited / Extensive

8. The teaching resources of intercultural competence are

Limited / Extensive

9. The guidance of integrating intercultural competence in ELT

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

Limited / Extensive

10. Religion and social issues influence the integration of intercultural competence in ELT

Agree / Disagree

11. Guidance of integrating intercultural competence in ELT

Limited / Extensive

12. Information Technology support in ELT is

Limited / Extensive

13. Intercultural competence training is

Lacking / Fulfilled

14. Foreign environments for communication are

Limited / Extensive

15. Students' interest of cultural topics is

Limited / Extensive

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Survey 2: Adapted self-assessment checklist (Likert scale)

1. Not at all confident
2. Slightly confident
3. Moderately confident
4. Very confident
5. Extremely confident

How confident do you feel when:

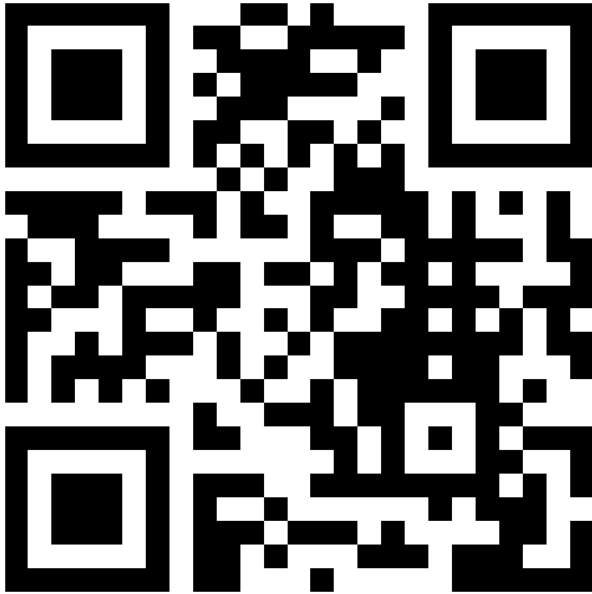
1. **Organizing and implement learning situations:** Having the ability to engage the students in the participation or development of research that provides them with tools to cope with everyday situations
2. **Managing the learning progress:** Implementing strategies to manage the development of learning through problem situations that are part of the reality of each student.
3. **Practicing strategies of inclusion:** Encouraging collaborative work based on tolerance and respect for the integrity of others.
4. **Involving students in their learning and work:** Creating strategies that involve students in developing the capacity for self-assessment of their knowledge to become aware of the progress they have made.
5. **Working in teams:** Having the ability to engage students in teamwork and take leadership so that they can work enthusiastically toward achieving its goals and objectives.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

6. **Participating in school management:** Getting involved in school management by developing management competencies, coordination, and organization of human resources to create an excellent institutional climate.
7. **Learning and apply new technologies:** Being able to use new technologies, incorporating current methods, using technical and educational skills.
8. **Facing duties and ethical dilemmas of the profession:** Facing responsibilities and ethical dilemmas to cultivate communicative competency, that is, a person's ability to compose him/herself and communicate effectively and appropriately.
9. **Training continuously:** Having the ability to organize and promote one's continuous training to be continually competitive in a globalized world.

# GLOBALLY NETWORKED LEARNING ENVIRONMENTS

## Survey 1

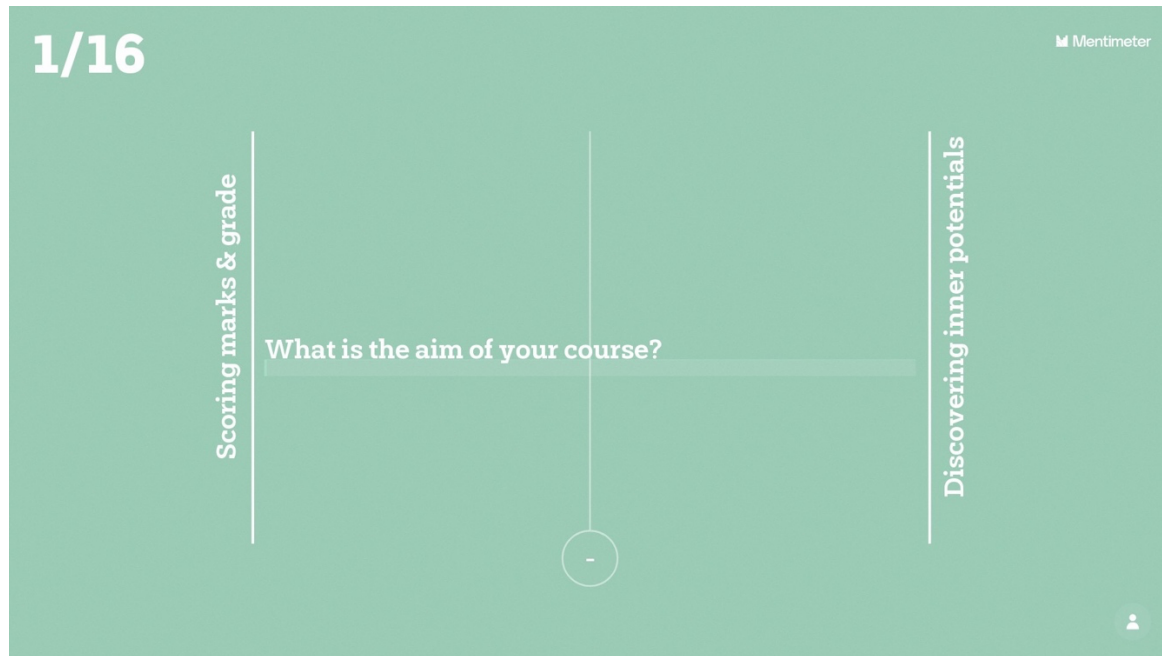


## Survey 2

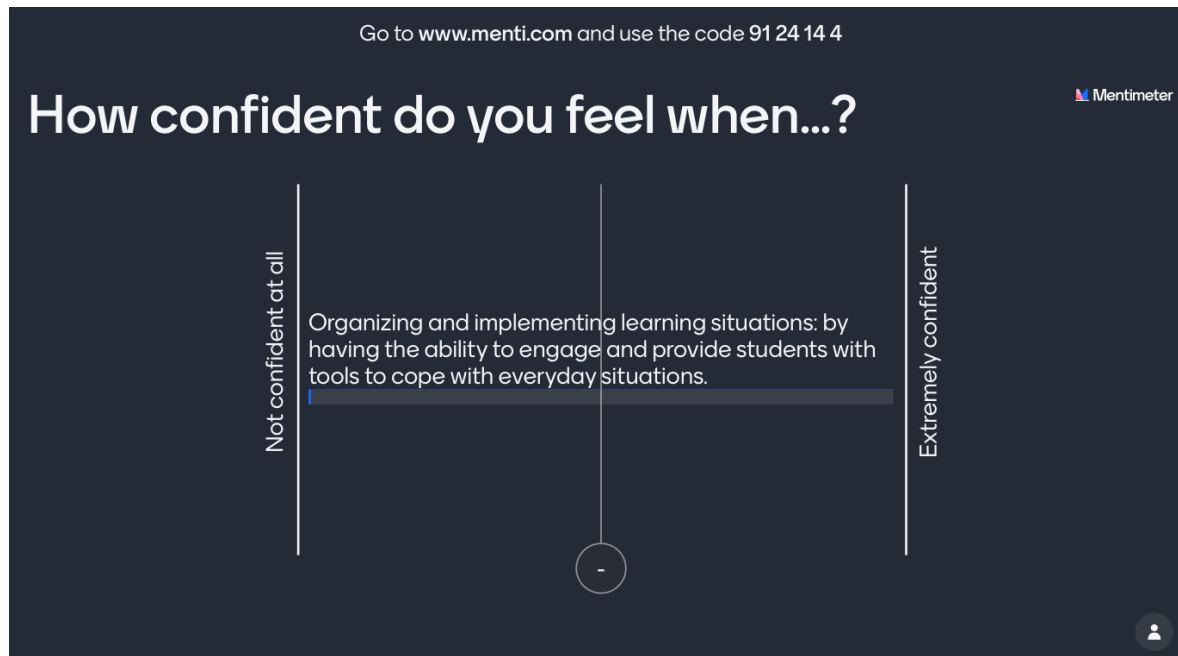


## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Survey 1 Example



### Survey 2 Example



# GLOBALLY NETWORKED LEARNING ENVIRONMENTS

## **Consent Form**

We are asking you to participate in a research study titled “A Professional Development Course on Globally Networked Learning Environments”. I will describe this study to you and answer any of your questions. This study is being led by Diana Gabriela Zamudio Troncoso, English Language Professor in a foreign language center. The Faculty Advisor for this study is Ma. Guadalupe Rodríguez Bulnes, PhD., Language Sciences Department at Universidad Autónoma de Nuevo León.

## **What the study is about**

The purpose of this research is to develop a professional development course on globally networked learning to train English language teachers in the design of experiential learning activities that promote interculturality and 21<sup>st</sup> century teaching skills.

## **What we will ask you to do**

We will ask you to answer two surveys in Mentimeter.com. The first survey includes 16 items (<https://www.menti.com/am5ka8g8ah>) and the second one 9 items (<https://www.menti.com/evs686orvy>). Both surveys are estimated to be answered anonymously in 20 minutes maximum.

## **Risks and discomforts**

We do not anticipate any risks from participating in this research.

## **Benefits**

Information from this study may benefit English language professors regarding their professional development in experiential learning strategies, intercultural competence, and 21<sup>st</sup> century teaching skills.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### **Compensation for participation**

Participants will not receive any compensation.

### **Privacy/Confidentiality/Data Security**

We are not planning to collect any identifying information at all. Both surveys will be answered anonymously.

Please note that the surveys are being conducted with the help of Mentimeter.com; a company not affiliated with Universidad Autónoma de Nuevo León and with its own privacy and security policies that you can find at its website. We anticipate that your participation in this survey presents no greater risk than everyday use of the Internet.

Please note that videoconference communication via Zoom is neither private nor secure. Though we are taking precautions to protect your privacy, you should be aware that streaming data could be accessed by a third party and may exist on backups and server logs beyond the timeframe of this research project. Your confidentiality will be kept to the degree permitted by the technology being used.

### **Taking part is voluntary**

Participant's involvement is voluntary, the participant may refuse to participate before the study begins, discontinue at any time, or skip any questions/procedures that may make him/her feel uncomfortable, with no penalty to him/her, and no effect on their academic standing, record, or relationship with the university or other organization or service that may be involved with the research.

### **Follow up studies**

We may contact you again to request your participation in a follow up study. As always, your participation will be voluntary in any of the follow up studies.



## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### **If you have questions**

The main researcher conducting this study is Diana Gabriela Zamudio Troncoso, a professor and a graduate student at Universidad Autónoma de Nuevo León. Please ask any questions you have now. If you have questions later, you may contact Ms. Zamudio at [diana.zamudiotrn@uanl.edu.mx](mailto:diana.zamudiotrn@uanl.edu.mx) or at 8128864525.

### **Statement of Consent**

I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Teaching Proposal

Title	Globally Networked Learning Environments as a Means to Develop Intercultural Competence in an English as a Foreign Language Course
Presentation	<p>The following proposal is part of an action-research project carried out while studying the Master's Degree Program in Applied Linguistics at Universidad Autónoma de Nuevo León.</p> <p>The objective of this proposal is to promote the integration of intercultural competence (IC) in English courses through globally networked learning environments, which promote experiential learning, 21<sup>st</sup> century skills and the use of technology as an instructional tool.</p> <p>In order to do so, a professional development course on globally networked learning environments has been specifically designed to be shared with the English Language Department at Centro de Estudios y Certificación de Lenguas Extranjeras at Universidad Autónoma de Nuevo León.</p> <p>Authors: Lic. Diana Gabriela Zamudio Troncoso diana.zamudiotcs@uanl.edu.mx Dra. Ma. Guadalupe Rodríguez Bulnes lupira@gmail.com Dr. Rubén Suárez Escalona ruben.suarezes@uanl.edu.mx</p>
Objectives	<p>To promote the integration of intercultural competence in English as Foreign Language courses through globally networked learning environments</p> <p>Specific objectives: Promote experiential learning strategies Develop 21<sup>st</sup> century skills Implementation technology as an instructional tool</p>
Content	<p>Description:</p> <p>This professional development course has been designed using both synchronous (Zoom) and asynchronous tools (Schoology).</p> <p>Part 1: Synchronous session</p> <p>The first part of this training will be conducted via Zoom. Session will last 2 hours and participation is voluntary. During this session, we will discuss:</p> <p>Presentation of the course Background study Objectives Introduction to Schoology Website: <a href="https://app.schoology.com/login">https://app.schoology.com/login</a></p>

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

	<p>Access code: JMK9-C7TW-Q983H</p> <p>Presentation of the 6 Modules and their follow-up activities:</p> <p>Intercultural competence</p> <p>Globally Networked Learning Environments</p> <p>Technologies for Virtual Exchange</p> <p>Global Collaboration</p> <p>Steps to Get Started</p> <p>Feedback</p> <p>Defining intercultural competence</p> <p>Current intercultural competence classroom practices</p> <p>Intercultural competence brief literature review</p> <p>Globally networked learning environments as means to develop IC</p> <p>Conclusion</p> <p>Questions &amp; Answers</p> <p>Part 2: Asynchronous session</p> <p>Once having an insight of each of the modules, as well as the follow-up activities, trainees will be able to go through each of them at their own pace. Access to the platform will be granted for the following 4 months. Once completing the modules along with their activities, trainees will be able to integrate intercultural competence in their courses through globally networked learning environments.</p>
Skills	<p>Development of intercultural awareness:</p> <p>The CEFR describes knowledge, awareness and understanding of the relation and diversity between L1 world and the target language community world as cultural as intercultural awareness. (Council of Europe, 2001).</p> <p>Regarding intercultural skills and know-how, the CEFR lists: the ability to bring the culture of origin and the foreign culture into relation with each other, cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures, the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations, and the ability to overcome stereotypes relationships (Council of Europe, 2001).</p> <p>Reflection on experiential learning:</p> <p>Experiential learning implications are extremely relevant in second language acquisition. A language-learner does not learn in isolation; language learning is social (Knutson, 2003). He saw as an opportunity of experiential learning when students worked together on a specific task, rather than just focusing on the knowledge of the target language. He considers experiential methodology as a potential benefit for second language acquisition in terms of motivation, investment, and cultural understanding.</p>

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

	<p>Development of 21<sup>st</sup> Century Skills: Partnership for 21st Century Skills (2006) are: creativity (think creatively, work creatively with others, implement innovations), critical thinking (reason effectively, use systems thinking, make judgements and decisions, solve problems), communication (communicate clearly, communicate effectively in diverse environments including multilingual) and collaboration (collaborate with others) and they could be considered as today's essential skills. Within the ability to collaborate, social and cross-cultural skills and intercultural competence to collaborate in development of innovation are imperative.</p> <p>Implementation of technology as an instructional tool: In past few years, "learning has become increasingly collaborative, global, mobile, flipped, modifiable, open, online, blended, massive, visually-based, hands-on, ubiquitous, instantaneous, on-demand, adaptive, and personal" (Bonk, 2016).</p> <p>These changes might not be easy to take in by instructors. As described by Dede (2005), this shift will become a huge challenge for many faculty; professional development will be needed to continue an effective teaching praxis.</p>
Activities	<p><u>Activity 1: Registration in Schoology</u> Schoology Registration In order to be able to access the online course you must create a profile in Schoology. Step 1: <a href="https://www.schoology.com/">https://www.schoology.com/</a> Click in sign up. Step 2: Sign up as a student. Step 3: Enter the following access code: JMK9-C7TW-Q983H Step 4: Write your personal information. Step 5: Click on close. Step 6: Go to courses. Step 7: Choose PIA MLAELEX UANL Step 8: Click on PIA MLAELEX UANL. The list of modules will be displayed.</p> <p><u>Activity 2: Definition of intercultural competence</u> Trainees will be invited to define in their own words: intercultural competence. A link of Padlet will be given to share their definitions. After discussing trainee's definitions, a brief summary of the literature review on intercultural competence will be shared.</p> <p><u>Activity 3: Current intercultural competence classroom practices reference</u> A survey will be carried out via Mentimeter.com (<a href="https://www.menti.com/4mkq6jh7rx">https://www.menti.com/4mkq6jh7rx</a>) with the following items:</p>

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

	<p>Classroom practicing focusing on culture teaching</p> <table><tr><th>Classroom practices</th><th>Never</th><th>Sometimes</th><th>Always</th></tr><tr><td>1. I share what I hear/read about foreign cultures with my students</td><td></td><td></td><td></td></tr><tr><td>2. I ask my students to do some research about foreign cultures</td><td></td><td></td><td></td></tr><tr><td>3. We watch CDs/movies about foreign cultures in my classes</td><td></td><td></td><td></td></tr><tr><td>4. I ask my students to talk about living in a foreign culture</td><td></td><td></td><td></td></tr><tr><td>5. I talk about my own experiences with foreign cultures</td><td></td><td></td><td></td></tr><tr><td>6. I invite people with having lived abroad to the classroom</td><td></td><td></td><td></td></tr><tr><td>7. I ask my students to talk about their own culture in the foreign language</td><td></td><td></td><td></td></tr><tr><td>8. I put pictures about foreign cultures on the classroom walls</td><td></td><td></td><td></td></tr><tr><td>9. I ask my students to participate in pair work activities with students from foreign cultures</td><td></td><td></td><td></td></tr><tr><td>10. I discuss the prejudices towards the foreign culture with my students</td><td></td><td></td><td></td></tr></table> <p>Retrieved from: <a href="https://dergipark.org.tr/tr/download/article-file/92286">https://dergipark.org.tr/tr/download/article-file/92286</a></p> <p>Results will lead to a class discussion. Trainees will be introduces to globally networked learning environments as means to develop intercultural competence in their English courses.</p> <p><u>Activity 4: Reflections</u> Trainees will be invited to share their conclusions and reflections of this 2 hours session. A form based on Gibbs (1988) Reflective cycle will be shared.</p>	Classroom practices	Never	Sometimes	Always	1. I share what I hear/read about foreign cultures with my students				2. I ask my students to do some research about foreign cultures				3. We watch CDs/movies about foreign cultures in my classes				4. I ask my students to talk about living in a foreign culture				5. I talk about my own experiences with foreign cultures				6. I invite people with having lived abroad to the classroom				7. I ask my students to talk about their own culture in the foreign language				8. I put pictures about foreign cultures on the classroom walls				9. I ask my students to participate in pair work activities with students from foreign cultures				10. I discuss the prejudices towards the foreign culture with my students			
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Evaluation /Evidence for further reflection	<p>Portfolio:</p> <p>Activity 1: List of trainees registered in Schoology</p> <p>Activity 2: Padlet pdf file of the definitions of intercultural competence</p> <p>Activity 3: Mentimeter.com results pdf file</p> <p>Activity 4: Reflections</p>																																												
References	<p>Proposal:</p> <p>Bonk, C. (2016). Keynote: What is the State of E-learning? Reflections on 30 Ways Learning is Changing. <i>Journal of Open, Flexible and Distance Learning</i>, 20(2), 6–20, <a href="http://jofdl.nz/index.php/JOFDL/article/viewFile/300/205">http://jofdl.nz/index.php/JOFDL/article/viewFile/300/205</a></p> <p>Council of Europe. (2001). <i>Common European Framework of Reference for Languages: Learning, Teaching, Assessment</i>. Cambridge, UK: Press Syndicate of the University of Cambridge.</p> <p>Dede, C. (2005) Planning for Neomillennial Learning Styles. <i>EDUCAUSE Quaterly</i>, 28(1), 7-12. <a href="https://www.educause.edu/ir/library/pdf/eqm0511.pdf">https://www.educause.edu/ir/library/pdf/eqm0511.pdf</a></p>																																												

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### Module 1:

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### Module 4:

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<https://www.unicollaboration.org/index.php/tasks-databank/>

iEARN USA (2021) Teacher's Guide to Global Collaboration. Retrieved from <https://www.globaledguide.org/resources>

### Module 5:

Bégin-Caouette O. (2013) *Globally Networked Learning Environments as Eduscapes for Mutual Understanding*. Canada: Critical Intersections in Education: An OISE / UT Student's Journal, 1 (2), 54-70. ISSN 2291-0697

# GLOBALLY NETWORKED LEARNING ENVIRONMENTS

## Portfolio: Activity 2

### List of trainees registered in Schoology

The screenshot displays the Schoology interface for a course named "PIA: MLAELEX UANL". The user is logged in as "Diana Zamudio". The main section is titled "Members" and shows a list of 7 participants, each with a name in a green box and a settings icon. The left sidebar contains navigation options like Materials, Updates, Gradebook, and Members. The right sidebar shows an Access Code (JMK9-C7TW-Q983H) and a "Require approval" checkbox.

Member	Settings
Participant 1	⚙️
Participant 2	⚙️
Participant 3	⚙️
Participant 4	⚙️
Participant 5	⚙️
Participant 6	⚙️
Participant 7	⚙️

Access Code: JMK9-C7TW-Q983H [Reset]

☐ Require approval

Parent Access Codes



## Portfolio: Activity 2

Padlet pdf file of the definitions of intercultural competence

4/21/2021

Intercultural Competence

padlet

padlet.com/dianazamudio16/2khtzsmrk4zknefx

# Intercultural Competence

Write your definition of intercultural competence.

**DIANA ZAMUDIO** AUG 22, 2020 12:51PM

**1**

the ability to function effectively across cultures to think and act in a proper way and to communicate and work with people from different cultural backgrounds at home or abroad

**2**

Es la oportunidad de trabajar con alumnos y maestros de otros países para aprender, no solamente un idioma, sino diversos aspectos de su cultura.

**3**

It is the ability to communicate, act, and work effectively through different cultures

**5**

The ability to communicate and interact worldwide

**7**

La CI es una habilidad para interactuar, comunicar y tolerar otras culturas aceptando las diferencias.

**6**

It typically describes one's effective and appropriate engagement with cultural differences

**8**

The capability of sharing language and conveying messages properly across cultures.

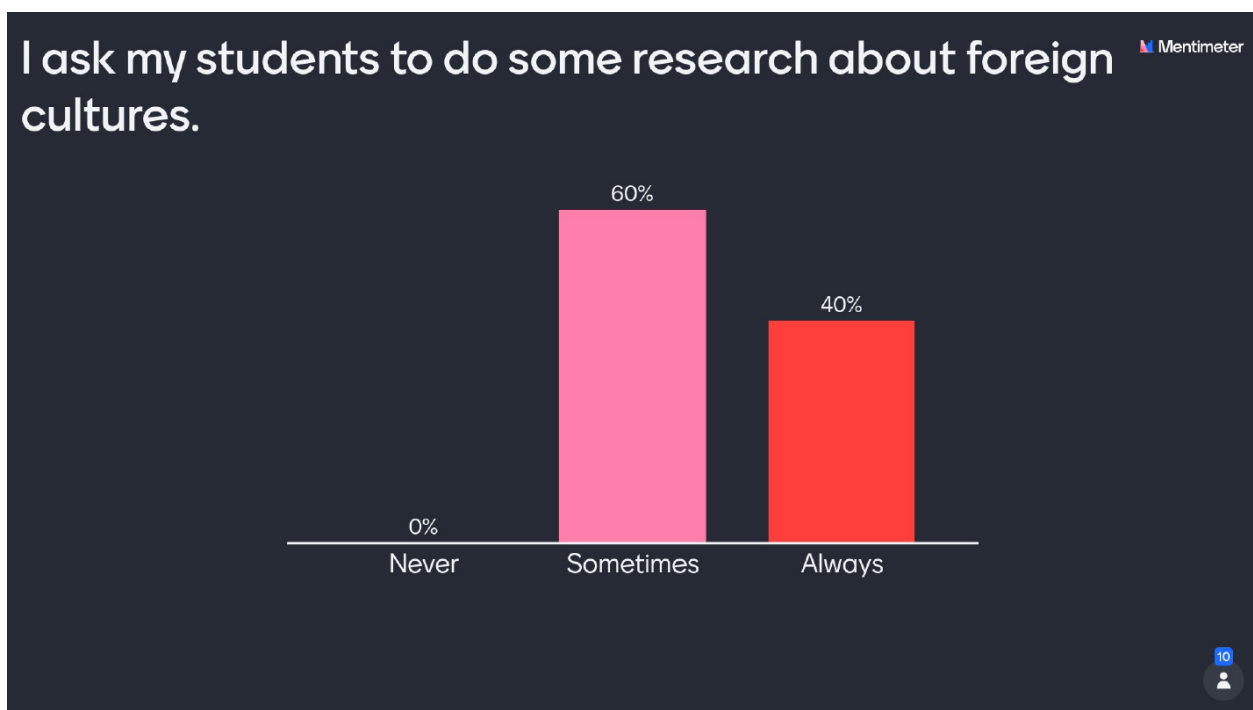
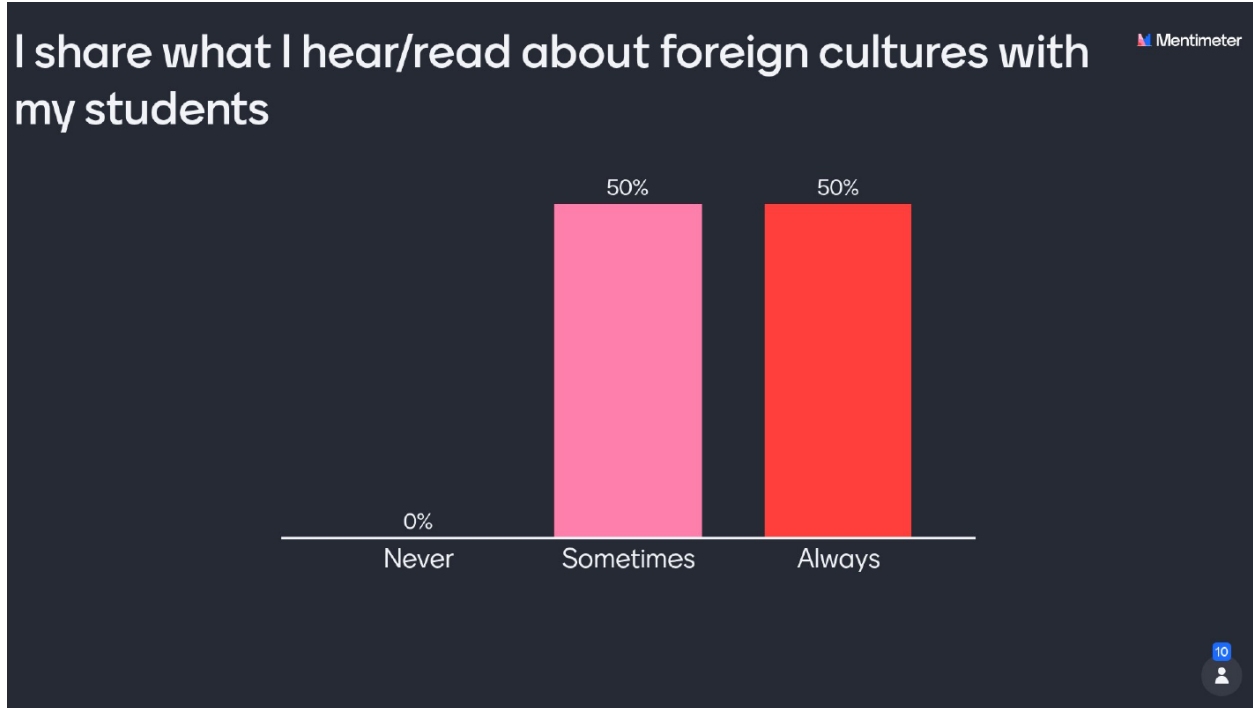
**4**

It is the ability to work with people around the world interacting together using different skills such as communication, writing, etc.

\*\*\*\*\*

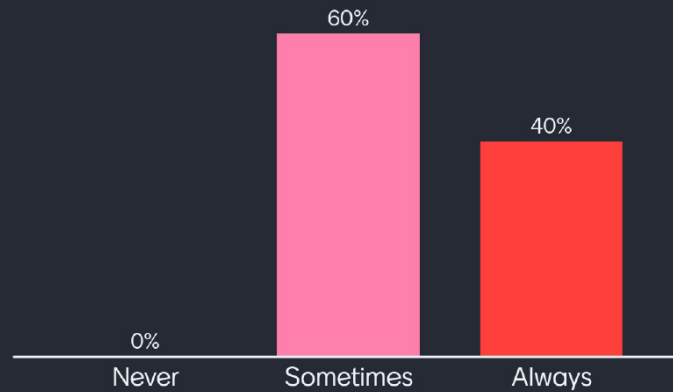
**Portfolio: Activity 3**

Mentimeter Results PDF file



We watch CDs/movies about foreign cultures in my classes

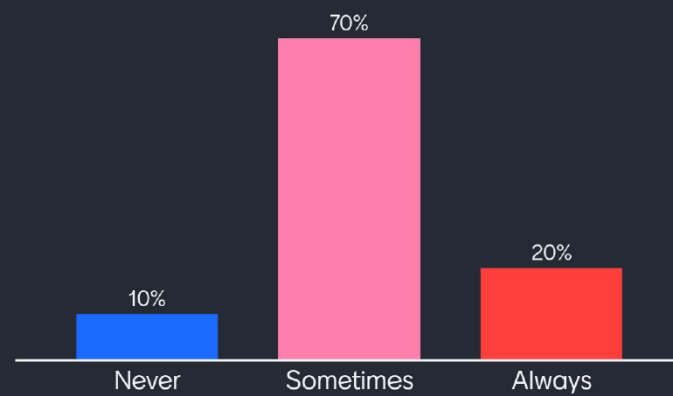
Mentimeter



10

I ask my students to talk about living in a foreign culture

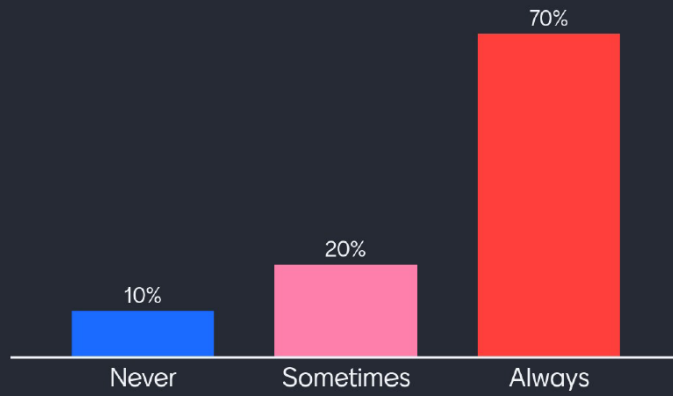
Mentimeter



10

I talk about my own experiences with foreign cultures

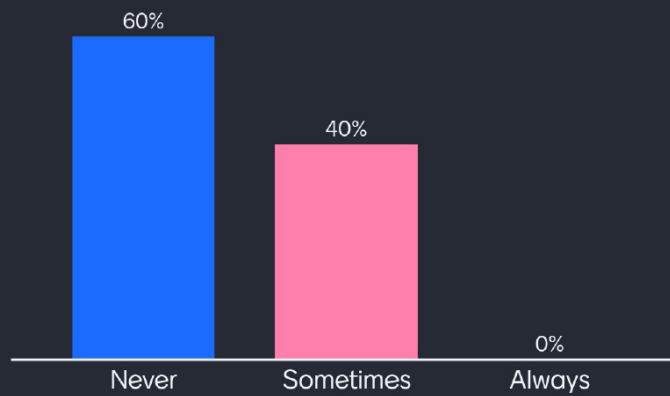
Mentimeter



10

I invite people who have lived abroad to the classroom

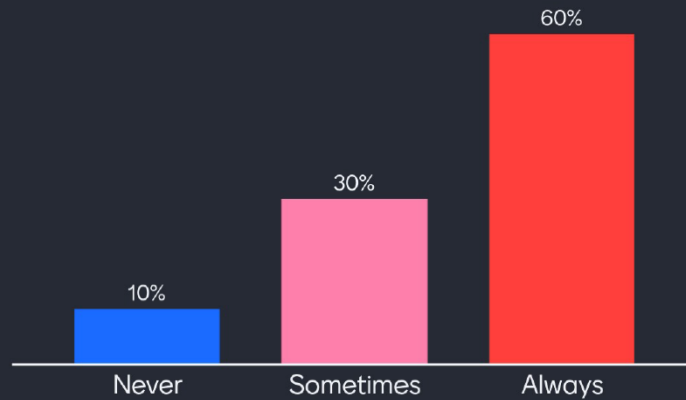
Mentimeter



10

I ask my students to talk about their own culture in the foreign language

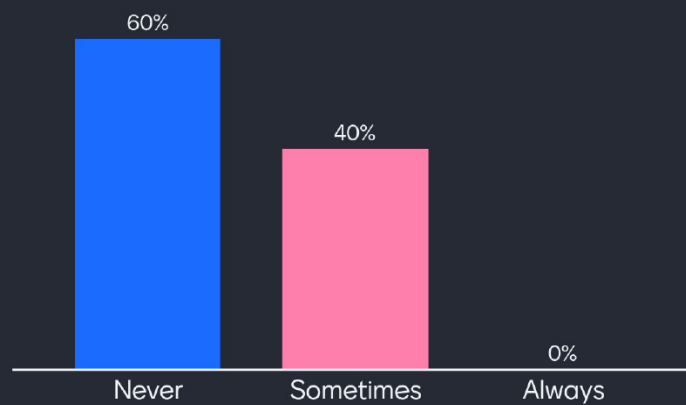
Mentimeter



10

I put pictures about foreign cultures on the classroom walls

Mentimeter

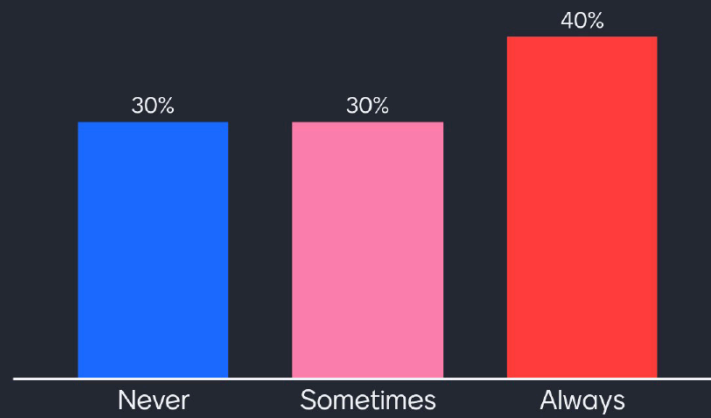


10

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

I ask my students to participate in pair work activities with students from foreign cultures

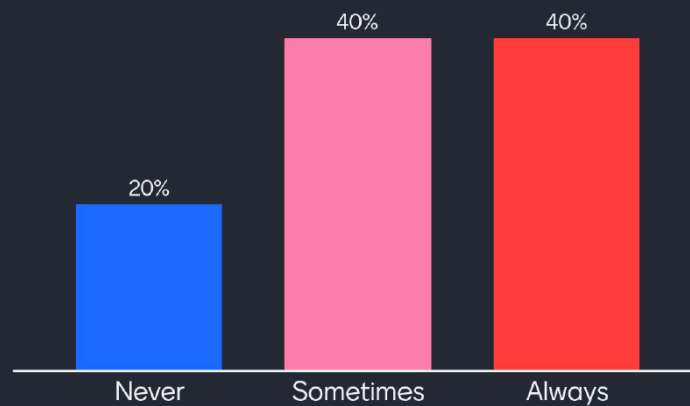
Mentimeter



10

I discuss the prejudices towards the foreign culture with my students.

Mentimeter



10

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Portfolio: Activity 4

#### Conclusions

##### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session It was very interesting. I hope I can incorporate this type of activities given, in my future classes once I prepare everything.
<b>Definition</b>	How do I define intercultural competence now? AS A MEANS OF COOPERATION AND INTERACTION AMONG OTHER STUDENTS AND TEACHERS FROM ALL OVER THE WORLD WITH ONE GOAL IN MIND -TO CREATE UNITY.
<b>Feelings</b>	What was I thinking and feeling? I was experiencing a lot of feelings thinking that I could do all these but at the same time I felt that timing was vital for me
<b>Evaluation</b>	What is a positive or negative experience? Explain. It was a positive experience because I think we could make our students' classes much more interesting and dynamic.
<b>Analysis</b>	What sense can I make of the experience? I can Reach course objectives in a more effective way  Where does it fit within my professional development? It fits within my goals with my courses.
<b>Conclusion</b>	What have I learned?
<b>Action plan</b>	What will I do in the future?

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session  <b>Globally Networked Learning Environments as a Means to Develop Intercultural Competence in an English as a Foreign Language Course</b> This will help us an educator to improve their learning environment with other intercultural partnership students around the world.
<b>Definition</b>	How do I define intercultural competence now? The ability to communicate interactively around the world using different strategies with international students.
<b>Feelings</b>	What was I thinking and feeling? I was thinking about past experiences in this type of education and how these activities enriched my students learning process. I wonder how will my students react with these experiences.
<b>Evaluation</b>	What is a positive or negative experience? Explain. Positive experiences: Intercultural Knowledge Negative experience Attitude and time zone.
<b>Analysis</b>	What sense can I make of the experience?  Where does it fit within my professional development? In pairing up with international students that travels around the world using technology which will open new doors of communication with our students.
<b>Conclusion</b>	What have I learned? New ways , strategies to give instruction to our students and apply these to our real world and that we can share our experiences and methods with other teachers.
<b>Action plan</b>	What will I do in the future? Try to implement what we are about to learn and implement new ways of instruction as ESL teachers.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.



## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	It was a session in which we worked sharing different experiences and brainstorming about partnership in teaching.
<b>Definition</b>	I think it is the ability to function well in all aspects such as communication, work, tolerance with other people from other countries and cultures.
<b>Feelings</b>	It felt good to reflect in those aspects
<b>Evaluation</b>	It was a good one. I liked to listen to my partners sharing their experiences and ideas.
<b>Analysis</b>	<p>I want to participate and design a project of partnership.</p> <p>It fits well in my current situation, which is virtual learning. I have more options to do the partnership.</p>
<b>Conclusion</b>	That is always a good idea to learn more from the experiences my partners have, we all have different perspectives and it is something good to share.
<b>Action plan</b>	I will use more platforms, because this learning situation is new for all of us and all resources are welcome.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	<b>Description of today's training session</b> Explanations about intercultural competences and events were given Tools and platforms were provided Material to develop intercultural projects was provided
<b>Definition</b>	<b>How do I define intercultural competence now?</b> Exchanges of different aspects related to culture and language to enrich students' experiences and knowledge.
<b>Feelings</b>	<b>What was I thinking and feeling?</b> I was a little overwhelmed when I saw all the information needed to be implemented, but later on I got excited because the projects explained are projects I have always wanted to do.
<b>Evaluation</b>	<b>What is a positive or negative experience? Explain.</b> Positive because we are given the chance to keep making our classes better and more adapted to the globalized world.
<b>Analysis</b>	<b>What sense can I make of the experience?</b> It will require a lot of work and effort, but it will be useful in different terms. <b>Where does it fit within my professional development?</b> Resources, and knowledge on tools, will be expanded
<b>Conclusion</b>	<b>What have I learned?</b> The different ways an intercultural Project can take place in.
<b>Action plan</b>	<b>What will I do in the future?</b> Incorporate these projects as often as partnerships are available.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session We received information about Intercultural competences in an English as a Foreign Language Course and strategies on how to apply them in our classes.
<b>Definition</b>	How do I define intercultural competence now? It describes one's effective and appropriate engagement with cultural differences.
<b>Feelings</b>	What was I thinking and feeling? Interesting and innovative.
<b>Evaluation</b>	What is a positive or negative experience? Explain. Positive, it was a good learning experience.
<b>Analysis</b>	What sense can I make of the experience? There are many ways to improve the learning experience for our students.  Where does it fit within my professional development? A set of tools that will improve my teaching skills.
<b>Conclusion</b>	What have I learned? New ways in which I can address intercultural competence for the benefit of my student's learning process.
<b>Action plan</b>	What will I do in the future? Work with the course that was provided and implement it throughout the next course.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session This training session is very useful, and it certainly showed me that teaching a foreign course involves not only grammar and vocabulary but developing intercultural competence.
<b>Definition</b>	How do I define intercultural competence now? The ability to communicate and work with people from different countries effectively.
<b>Feelings</b>	What was I thinking and feeling? It's challenging because it involves things I've never done before.
<b>Evaluation</b>	What is a positive or negative experience? Explain. Positive, because we have to adapt to the current situation.
<b>Analysis</b>	What sense can I make of the experience? This experience has made me understand that we need to have our students participate in activities in which they can interact with students from other countries.  Where does it fit within my professional development? It'll help me modernize my teaching style. I cannot stay behind.
<b>Conclusion</b>	What have I learned? I need to study plenty of material (Schoology) to understand how to make my course one that helps students become global citizens.
<b>Action plan</b>	What will I do in the future? I will design collaborative activities for my students that provide them a globally networked learning environment.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session Intercultural Competence in our classrooms.
<b>Definition</b>	How do I define intercultural competence now?  It is an ability to communicate and interact effectively with the people of other cultures and countries.
<b>Feelings</b>	What was I thinking and feeling? I was thinking how to include the info in my teaching.
<b>Evaluation</b>	What is a positive or negative experience? Explain. It was exciting to see how the students from other countries could interact with the Mexican students and use a foreign language.
<b>Analysis</b>	What sense can I make of the experience? I can learn how to use new platforms  Where does it fit within my professional development?
<b>Conclusion</b>	What have I learned? It is effective!
<b>Action plan</b>	What will I do in the future? Perhaps Will try to use the new platforms.

## GLOBALLY NETWORKED LEARNING ENVIRONMENTS

### Activity #4: Reflections

Please complete the following form:

<b>Description</b>	Description of today's training session Very professional and useful.
<b>Definition</b>	How do I define intercultural competence now? As the strategy that will help students encourage and enhance their second language skills with international students. A great opportunity to share cultural differences, worldwide.
<b>Feelings</b>	What was I thinking and feeling? Excited, because it will be a new technology challenge but at the same time nervous thinking about when am I going to do all this planning and research because of all the administrative things we have to comply with.
<b>Evaluation</b>	What is a positive or negative experience? Explain. Make language useful for students and a new challenge for me.
<b>Analysis</b>	What sense can I make of the experience? Promote our Country, our culture, our university and students learn about other cultures and points of views as well.  Where does it fit within my professional development? It is very useful because it promotes the use of technology among other things , it increases my knowledge and cultural awareness. And develop in my students the curiosity of learning new things
<b>Conclusion</b>	What have I learned? That there is always a new challenge and a better way to accomplish things and that education is always changing according to the age/era
<b>Action plan</b>	What will I do in the future? Explore and analyze this new strategy.